

ANTIMICROBIAL RESISTANCE
PUBLIC MEETING
PRE-APPROVAL STUDIES AND PATHOGEN LOAD
STUDY CONCEPTS FOR MODELING RESISTANCE DEVELOPMENT
AND/OR PATHOGEN LOAD CHANGES

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I N D E X

STUDY CONCEPTS FOR MODELING RESISTANCE DEVELOPMENT
AND/OR PATHOGEN LOAD CHANGES

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M O R N I N G S E S S I O N

(8:40 a.m.)

CHAIRPERSON WHITE: I would like to welcome everyone back to day two of our pre-approval meetings. And we would like to welcome all of the new people that have joined us today as well. Today's meeting, the morning session is a continuation of yesterday afternoon's session and it is going to be focusing on study concepts for modeling resistance development and/or pathogen load.

We are going to have several speakers from pharmaceutical, academia, and government talk about their ideas about resistance development design and pathogen loads. We are going to have a break and then we are also to have a study concepts panel where the speakers from yesterday afternoon and this morning will come up on stage and maybe talk for a few minutes about the positive aspects of the model, what things they would change, what things we need to take into consideration.

Then after that we will have an open comment period where people can come up to the microphone. All I ask is when you go up to the microphone please identify yourself and the organization you are with.

So, are first speaker this morning is Dr. Susan Kotarski. She received her B.S. in Microbiology from Michigan

1 State University, a Masters in Microbiology from the University
2 of Illinois, and a Ph.D. from the University of Illinois.

3 She then did a post-doc at Walter Reed in D.C. and
4 she is currently a senior research scientist at Pharmacia &
5 Upjohn. She is the project team leader and lead scientist to
6 address antimicrobial resistance issues of a development of
7 antibiotics for use in food-producing animals.

8 Please welcome Dr. Kotarski.

9 DR. KOTARSKI: Good morning everyone. I would like
10 to thank the Center for inviting me to speak this morning and
11 compliment them on offering a public session so we can discuss
12 these concepts.

13 I am going to go right to my talk this morning.

14 (Slide)

15 As I understand it, my objective for today is to
16 review in vitro systems applicable to pre-approval studies. My
17 emphasis is going to be on bacterial system modeling.
18 Specifically, continuous cultures and the use of batch cultures
19 and their potential applications.

20 (Slide)

21 In order to do that, I thought what I would do is
22 start right out by talking about continuous models. I think
23 many of you have heard about them but haven't been involved in
24 working with these systems.

1 (Slide)

2 This is a systematic diagram of the system that we
3 are using. It is among the more simpler of systems that can be
4 used. A continuous culture basically can be defined by the use
5 of a continuous input of nutrient flow into a culture system.
6 The objective being to maintain a bacterial culture
7 continuously in a steady state or semi-steady state of a
8 cultivated growth.

9 This is in contrast to a batch culture system in
10 which the nutrient content is defined. The organisms grow
11 within a finite volume. They have a build-up of toxicological
12 end products. The organisms can die in this batch system as a
13 result of the build-up and the depletion of nutrients. In the
14 continuous culture on the other hand, there is a continuous
15 influx of medium.

16 Now, in our system we are using a set of pumps for
17 input of that medium and for removing the effluent to maintain
18 a constant volume in that continuous state. We are also using
19 an anaerobic system.

20 And this is the same system -- we are fortunate
21 enough to have a number of microbial ecologists in our group
22 that have devised a system in which we have a battery of eight
23 replicates, each with its own nutrient input system. And the
24 model system that we have been working with is developing

1 continuous cultures of fecal flora to model the colonic flora
2 in humans.

3 (Slide)

4 Okay. Well, one of the nice features of these
5 systems is that they can maintain a fairly high level of
6 bacteria with a fairly diverse population. The colonic system
7 that we are mimicking contains on the order of 400 species, in
8 feces typically. And a population of 10^{11} or 10^{12} cells per
9 gram.

10 With these continuous culture systems, whether we
11 are talking about the ones that we have been working with or
12 ruminal ecosystems, the organism load that you can maintain is
13 on the order of 10^9 or 10^{10} cells per mil. So, we are talking
14 about two orders magnitude lower than what is in an in vivo
15 setting. For example, in a ruminal in vivo setting or in a
16 colonic in vivo setting.

17 And what I also wanted to point out is that with
18 these systems, that by virtue of the fact that we are using a
19 sterile nutrient medium, we are essentially defining the
20 inoculum at the onset. We are using one sample inoculum. We
21 have a finite gene pool if you will.

22 We have, as the system evolves to equilibration
23 state, we have a model of one ecosystem. And that one
24 ecosystem may or may not represent the in vivo setting that it

1 began to mimic at the tangent in which we sampled, or the
2 dynamics of the system that occur in vivo.

3 One nice feature of that system though is that the,
4 as I mentioned before, we had a growth substrate for semi-
5 continuous or continuous maintenance of those cultures. They
6 do maintain a dynamic metabolic state. Another good feature
7 about this is that you can add antibiotics continuously or at
8 pulse-dose or semi-continuously.

9 And this system lends itself well to developing
10 concepts of bug drug interactions similar to the types of
11 concepts that Dr. Papich was talking about yesterday. This
12 system could be used for that, either for organisms grown in
13 pure culture or more complex bacterial groups.

14 I also want to emphasize as a major point of this
15 talk though, is that the variability of these systems have not
16 been very well defined.

17 (Slide)

18 Well, let me talk about one developmental test
19 system that we have used that has some parallels to pathogen
20 loads and what we have found out in working to develop a test
21 system.

22 The objective of a test system was in fact to
23 identify drug concentrations that would not have an impact on
24 the microbial ecosystem that it mimicked, namely the colonic

1 flora of human fecal bacteria. That was our objective. To
2 define a no-effect concentration for drug antibiotics on an
3 otherwise stable ecosystem.

4 We decided to use a fecal inoculum as I mentioned
5 before, and for our reference drug to develop the system we
6 decided to use clindamycin. Pharmacia & Upjohn produces
7 clindamycin, so that was about one of the major reasons for
8 choosing that.

9 And secondly, another major reason is clindamycin is
10 well characterized with respect to its effects in vivo on the
11 colonic flora and its potential to disrupt the flora and the
12 potential for overgrowth of certain opportunistic pathogens,
13 mainly clostridium difficile.

14 Clostridium difficile is not part of the normal
15 flora of humans. However, upon destruction by an antibiotic,
16 if it is clindamycin or another therapeutic that might be used,
17 it can if it is present and if it is ingested, it has a
18 potential to overgrow. And if that strain overgrows and it is
19 toxigenic it can manifest itself clinically as pseudomembranous
20 colitis.

21 So, clostridium difficile because it was not an
22 indigenous part of the flora was a natural choice and
23 clindamycin was an obvious drug choice for reference for
24 developing this in vitro system to test for a no-effect drug

1 concentrations on equilibrated flora.

2 (Slide)

3 Now, what I have here is a diagram, conceptually of
4 what we expected to see in the model. In any one experiment
5 that we set up, what we initially do is equilibrate the culture
6 to get a stabilized dynamic and as we work with this we use an
7 inoculum of fecal flora such that it does not contain
8 *Clostridium difficile*. Or at least it is below the detection
9 limits.

10 And what I am plotting here, conceptually, is the
11 log base of the *C. difficile* population in that continuous
12 culture. So, first we go through an equilibration phase to a
13 point zero of the experiment. And on day zero of the
14 experiment, once we achieve equilibration as measured by total
15 population, we also can verify that the enteric populations are
16 -- excuse me, the facultative populations are below the total
17 anaerobic populations in those fecal systems.

18 Once we achieve that equilibration, then in our
19 model system we add clindamycin at a level, at a particular
20 test level, and we infuse that on a constant basis for seven
21 days. Which is typical of a drug treatment therapy. And one
22 other point that I might make is that the carryover time in the
23 system was one day.

24 Another important point of this experiment was is

1 that we added C. difficile on a daily basis starting on day
2 zero. And what is different for this experimental system as
3 compared to other experimental systems to detect C. difficile
4 overgrowth either in vivo or in other in vitro continuous
5 culture systems was that we didn't use a bolus dose of C.
6 difficile.

7 Characteristically and the parallel that we spoke of
8 yesterday in the 550-815 studies is that you give a large bolus
9 dose of the organism, of the challenge organisms. This is in
10 contrast to the normal setting either for C. difficile in the
11 human situation or salmonella, as we mentioned yesterday, in
12 the animal setting. Usually these organisms, unless they are
13 in a disease state, don't see this level of organisms.

14 We reason that it would be better off in our test
15 system to in fact challenge daily with a low level of organisms
16 that would be more representative of the environmental setting.
17 And this concept, if we are going to do salmonella challenge
18 studies, might be incorporated into in vivo settings. Or may
19 be one, you might want to think about it.

20 What is another driver considering this is a
21 potential, is that we were looking at -- we were titrating the
22 clindamycin concentration that we would add on a daily basis
23 and we reasoned that clindamycin, at high enough
24 concentrations, can inhibit the growth of C. difficile.

1 So therefore, there could be concentrations that we
2 might add that would inhibit the growth of *C. difficile*. And
3 the if so, and if we only bolus dose say for example on day
4 zero, even though we might effect or disrupt the gut flora, in
5 fact we might not detect *C. difficile* overgrowth because we are
6 likewise inhibiting the organism.

7 So, it made sense then to challenge rather than on
8 one large bolus dose on one day to instead challenge at a level
9 that was low on a daily basis. And thereby, if we had a
10 concentration that disrupted the gut but it was at a
11 concentration that inhibited the *C. difficile* concentration,
12 you would expect that once that clindamycin concentration
13 declined then there would become a point when the destruction
14 was such and the clindamycin was such that it permitted growth
15 of the organism.

16 Likewise, if clindamycin at low concentrations that
17 permitted growth of the organism and disrupted the culture, you
18 would be able to see overgrowth at an earlier setting.

19 So basically we expected to see a type one response
20 during clindamycin concentrations at the lower levels and
21 perhaps a type two response or a delayed overgrowth with this
22 type of set up.

23 And the other concept as well is, is that you might
24 see no response if there was no disruption of the clindamycin

1 you would expect to have seen no difference in C. difficile
2 overgrowth.

3 So, what I want you to do for the next slide is just
4 remember the colors of type one and type two response. In
5 fact, what you will see in the next slides is that we were able
6 to identify a concentration in this test system that allowed
7 overgrowth during the clindamycin administration. That was at
8 2.6 microgram per mil.

9 We also found a type two response at the 260
10 microgram per mil concentration of clindamycin. And that 260
11 microgram per mil concentration is the concentrations that you
12 might expect to see in feces.

13 (Slide)

14 So, what I am demonstrating here is three separate
15 experiments. I want you to focus on the first experiment.
16 Here again is the 2.6 microgram per mil response, that is that
17 type one that I spoke of. We have a delayed reaction after the
18 clindamycin infusion has stopped and we get an overgrowth at
19 260. And then there was an intermediate concentration that we
20 tested as well.

21 The no-effect concentration that mimicked the zero
22 dose was 0.26 micrograms per mil, shown in red. And that was
23 great. That comprised one experiment. In total that
24 experiment took about one month to run and three associates

1 with a battery of six vestibules.

2 We tried the experiment again. This time we wanted
3 to know if -- at that time we were using 1,000 cells per mil on
4 a daily basis as our challenge dose for *C. difficile*. We
5 wanted to titrate down and find out what was the minimum number
6 of organisms that we could use to detect a similar response.

7 As you can see the type one and the type two
8 response again showed up. This is one inoculum with the
9 different treatment groups. And what we identified in that
10 experiment was that a 10 cell per mil concentration in fact
11 would not pick up the response but the 100 and the 1,000 cells
12 per mill appeared to do so.

13 Before we wanted to go forward, we wanted to see
14 really how reproducible this type of system was. You can see
15 from one experiment to the next the dynamics of the response
16 that we were seeing was fairly reproducible and it made us
17 quite happy.

18 In the next experiment what you see is a
19 representation of two sets of fecal inoculum. We had four
20 replicate vestibules with four different treatment groups:
21 0.0, 0.26, 2.6, and 260. And the second set the fecal inoculum
22 are designated A and B.

23 And I wanted to emphasize as well we were using four
24 inocula for inoculum A and a different set of four inocula for

1 the total inoculum for the replicate B. An important point is
2 here, is that these were run simultaneously and in only one set
3 of the four replicates were we able to detect an overgrowth
4 response at the 260.

5 In neither system were we able to detect the type
6 one response. And with the other response variables that we
7 measure, we also saw a lesser response in terms of total VFA,
8 impact on total bacteria.

9 (Slide)

10 So, my point is that basically, if we start looking
11 at these models and start to reproduce them, we are likely to
12 encounter some variation. That variation could in fact be two
13 inoculum as suggested in our last experiment, but we haven't
14 gone through the examination to identify whether or not the
15 test system that we were using, some unidentified aspect of the
16 test system was in fact accounting for that variation.

17 Ultimately though your test system is defined by
18 that inoculum as I mentioned earlier because we are having a
19 constant input of a sterile nutrient medium after the initial
20 inoculum. And as well, the equilibrated state that you do
21 achieve in these in vitro test systems is ultimately dependent
22 on the culture conditions and the nutrient system provided to
23 that system.

24 If we think about doing gene transfer studies in

1 these test systems, these same concepts apply in terms of
2 variability and the finite concept of the inoculum. The
3 genetic determinants that you put in the system is dependent
4 upon your inoculum. It is on that first day. It doesn't
5 include the genetic variation or the genetic input that you
6 might, that the animals might, receive in terms of the types of
7 protocols we are thinking about for this workshop.

8 This system does not incorporate the day-to-day
9 variation in terms of the organisms that are encountered by
10 these animals. Ultimately, the inoculum, once inoculated into
11 a culture system takes on an evolution of its own. The good
12 thing is that it sets up a stable ecological system in which we
13 can tests concepts of drug bug interaction.

14 But, it does not necessarily mimic the bacterial
15 flora that the sample represented when it was inoculated and we
16 have no information to the extent to which it can mimic, and it
17 has a high likelihood that it does not mimic, the day-to-day
18 changes and variations that an individual animal will encounter
19 or the population as a whole.

20 (Slide)

21 This following slide is not a continuous culture,
22 but I just want to bring to your attention the in vivo setting.
23 This is a set of data that was generated about 10 years ago by
24 Denny Corpet and it is simply a plot of total E. coli found in

1 the fecal flora of humans on a day-to-day basis.

2 These people were given first a normal diet and then
3 switched to a sterile diet. And the point of emphasis is, is
4 that the darker -- I am having a hard time with this pointer --
5 the darker lines represent the tetracycline resistant coliforms
6 that were present when the humans were eating a non-sterile
7 diet.

8 And as you can see, even with the change of the
9 sterile diet it detected resistant coliforms which represent in
10 fact how a small portion initially became even less then.

11 So if we think, going back to an in vitro continuous
12 culture system and modeling these systems it is woefully
13 deficit in terms of modeling the day-to-day infusion of
14 resistant organisms.

15 (Slide)

16 And also, with respect to these in vitro systems,
17 they do have a useful potential which I will talk about in just
18 a second. But, there are some other concepts that we want to
19 think about if we are going to use it for any specific
20 objectives.

21 And that is that the ecosystems that we are thinking
22 about in terms of this workshop, there is not just one
23 ecosystem available either with the animals or in the
24 production setting.

1 (Slide)

2 A good example of this would be in the ruminant of
3 course, and an obvious example actually when you think about
4 the ruminant animal. The ruminant of course being the large
5 organism it is and harboring a dynamic population with a
6 dynamic input of organisms associated with this foodstuff
7 presents a myriad of changing microbes with respect to influx
8 of genetic determinants of population diversity.

9 Yes, it does have an overall stabilization, but
10 there is variation associated post-randomly and over the age of
11 the animal. Within this animal then there is not only a
12 ruminant microbial ecosystem, but a colonic one as well.

13 (Slide)

14 And, if we want to think about monogastrics as maybe
15 a more simplified system in terms of ecosystems, I would
16 challenge you to think again. Within the colon, and I mean the
17 different portions of the colon of course you can expect to see
18 different ecological systems.

19 And the cecum that essentially represents a blind
20 sac where the influx of nutrients and the dynamics of
21 metabolism will be somewhat different. And there is well,
22 lesser colonizations of the upper part of the G-I tract.

23 (Slide)

24 Another topic that came up yesterday, but is also

1 apropos in terms of thinking about in vitro ecosystems is the
2 inoculum that is used with respect to the health state of the
3 animals.

4 (Slide)

5 If we are talking about animals that during
6 treatment might be housed in a hospital pen or if we are
7 talking about animals that might be exposed transiently to
8 antibiotics during a healthy production state, these will also
9 influence ultimately the ecosystem that we might introduce into
10 that once in vitro system.

11 Another consideration in terms of ecosystems and the
12 number of ecosystems is the age of the animal. The neonate
13 will have a microbial flora. That microbial flora will change
14 as it ages and that microbial flora will have different
15 population levels as it ages.

16 So, thinking again for an in vitro system as a model
17 to mimic in an animal, we are essentially taking one point in
18 time for whatever ecosystem we choose to use.

19 (Slide)

20 So, overall I would like to personally recommend
21 these in vitro systems have a predictive capacity at this point
22 in time that is really unknown. One point that I didn't
23 mention is that obviously these glass systems do not
24 incorporate concepts of hosts metabolism and obviously the

1 metabolism may effect the potency of the drug that is
2 introduced.

3 These systems are closed systems, they model one
4 bacterial ecosystem. I can't say that enough. The gene pool
5 is defined and the test variability has not been determined.

6 Another concept is that if you are able to identify
7 a no-effect concentration in these glass systems, the question
8 then becomes how do you translate that from microgram per mil
9 to microgram per kilogram body weight as dose function.

10 (Slide)

11 So, given that is the state in terms of modeling
12 pathogen load studies or the rate and extent of a resistance
13 emergence, I am not really keen on using an in vitro system to
14 do so.

15 (Slide)

16 I would say that as we begin to look at in vivo
17 systems, and I recommend that we might think about these
18 systems, I anticipate that through the course of the
19 discussions we will probably identify that there is no perfect
20 in vivo system as well.

21 (Slide)

22 And so, from that standpoint, I mentioned earlier
23 that the in vitro system has as a disadvantage that it doesn't
24 take into account host metabolism as an example. That is a

1 disadvantage in the context of a pathogen load study. It is a
2 disadvantage, but it is an advantage.

3 And if your objective then is to better understand
4 mechanistically the dynamics of the interactions drug bug
5 interactions, a microbial ecosystem where you don't have
6 variability of host metabolism entering into your studies might
7 be to your advantage.

8 And from that standpoint, then I would urge you to
9 think of the in vitro system more in terms of the context of
10 your study objectives. Now at this workshop we are not at a
11 point where we have identified specific objectives and I hope
12 that at the close we will come closer to that goal.

13 But, given the facts of the case at this state, I
14 would rather like to think about the in vitro systems in terms
15 of a tool kit as we identify those objectives.

16 (Slide)

17 And from that standpoint, let me go into just
18 briefly concepts of batch cultures. I emphasize again, batch
19 cultures have a finite growth substrate. They typically use
20 short incubation times and bacterial metabolism changes with
21 times because the nutrient source is not replenished, it is
22 limited, and there is no removal of bacterial end products
23 typically.

24 Nonetheless, these batch cultures systems, whether

1 they be pure culture or whether they be complex in vitro
2 systems do provide rapid screening devices to get again
3 information that is useful in our overall drug evaluation.

4 (Slide)

5 Okay. With respect to a batch culture, typically we
6 will think of pure cultures. But, there is also concepts that
7 we can use in terms of a complex inoculum. When I say complex
8 inoculum, I am talking about an intestinal content: excreta,
9 litter, or manure as the inoculum with no nutrient addition and
10 a short incubation period.

11 I mentioned before a glass tube systems can only
12 achieve levels typically of 10^9 to 10^{10} cells per gram in which
13 we are going to test a drug concentration. If you take these
14 samples and incubate them for a short periods, two to three
15 hours, aerobically or anaerobically as appropriate, you can
16 maintain that diversity for a short period of time and at
17 levels that the drug might see in an in vivo setting.

18 From that standpoint, those types of systems might
19 be useful for mimicking bacterial diversity insomuch as it is a
20 short period of time, but it can be useful for screening for
21 drug concentrations that might disrupt an ecosystem which might
22 be detected by changes in fermentation acids or the production
23 of hydrogen or a number of different response variables.

24 These also might be systems that can be used for

1 detection of rapid drug inactivation. For example, if a drug
2 is inactivated simply by the fact that it binds irreversibly to
3 complex matrices within the inoculum, such that it decreases
4 its potency, this is good information to know.

5 (Slide)

6 Let's give you as an example studies that were done
7 some 10 years ago regarding ceftiofur degradation in feces.
8 Our initial observation in residue decline studies was such
9 that we could detect ceftiofur residues in the intestinal
10 content of treated cattle. The concentrations were on the
11 order of 10 to 11 parts per million in feces. But we were
12 unable to detect any microbiological activity.

13 This in the face of the fact that we could also look
14 at the tissue concentrations of ceftiofur and show that there
15 was active metabolites present. The question then became well,
16 if we can detect those residues in intestinal content, why are
17 we not able to see microbiological activity? And in fact, we
18 were not able to detect it. At least to the detection assay of
19 our potency assays.

20 So, what we elected to do was to do some short-term
21 incubations in which we took fecal material. We diluted it
22 minimally and then asked the question if you add ceftiofur to
23 these fecal incubations, the bottom line is that in a short
24 period of incubation, on the order of four to six hours, for an

1 addition of say for example 80 parts per million, the decline
2 in microbiological activity, as is measured by microbiological
3 cylinder plate assay or by HBLC.

4 We were able to show that in fact that decline was
5 quite rapid within the space of literally hours. We have been
6 able to demonstrate that in other species as well, including
7 humans.

8 (Slide)

9 Another concept -- one more thing before I leave
10 that. I realize that most antibiotics are not going to have
11 this property. On the other hand, the property of inactivation
12 does apply to other molecules, for example the aminoglycosides
13 or the flouroquinolones.

14 Now, the extent to which that occurs can be refined
15 or better understood in the context of using these as matrices.
16 Likewise, this can be used as a rapid screening device if we
17 think about new molecules that we might want to screen for this
18 characteristic. It is going to be difficult to find, but
19 nonetheless we might want to use it.

20 (Slide)

21 So, another concept to think about in terms of in
22 vitro systems and rapid screening is just to better understand
23 the frequency of mutation within the zoonotic population. This
24 is a classic type of experiment that can be done very quickly.

1 And initially, once a drug is under evaluation -- I am not
2 going to go into the details of that.

3 (Slide)

4 And classically, a number of MIC tests have
5 applications that many of you are familiar with. Namely, these
6 MIC tests defined the spectrum of drug activity both in
7 zoonotics and veterinary pathogens. Usually, we don't
8 emphasize the activity against commensals, but certainly we can
9 incorporate that early on in getting a better understanding of
10 the potential for causing changes in the bacterial flora.

11 We use these MIC tests to define potency. We use it
12 for our interpretive criteria for efficacy. Certainly to
13 support clinical efficacy studies for pharmacokinetics and
14 pharmacodynamics as Dr. Papich mentioned yesterday. They help
15 us to define cross-resistance to other drugs. They help us to
16 characterize strains that are isolated from pathogen load and
17 resistance emergency studies.

18 This is typical of the types of studies Dr. Mevius
19 presented to us yesterday. Likewise, we use these MICs to
20 understand the distribution of MICs for any particular species
21 of organisms whether it be a zoonotic organism or a target
22 pathogen. We would be best to understand what that
23 distribution is pre- and post-approval.

24 (Slide)

1 The use of these in vitro systems in terms of
2 complex ecosystem models we can then use to screen for drug
3 concentration. They have that potential either to drug
4 concentrations that disrupt ecosystems or drug concentrations
5 select for antibiotic resistance. We can use them to screen or
6 confirm drug inactivation by ecosystems.

7 We can also model short-term drug exposure
8 scenarios. Say for example, in a continuous culture system,
9 whether we are evaluating a one-time dose, a pulse dose, a
10 continuous dose, or --- of antibiotics. That is not to say
11 that they are necessarily predictive, but we can better
12 understand the principles underlying the observations that we
13 might have in a more diverse or complex matrix.

14 (Slide)

15 The predictive capacity, I will emphasize again, is
16 really unknown though in terms of pathogen load studies and
17 extent and rate of resistance emergence for many of these
18 models. They do not incorporate host metabolism, they only
19 model one bacterial ecosystem.

20 The result is defined by the culture condition. The
21 gene pool is defined by the inoculum and test conditions. The
22 test variability has not been determined. And the
23 extrapolation is difficult.

24 (Slide)

1 So, overall my conclusions are that the in vitro
2 test systems provide useful but limited information regardless
3 of whether or not you can type supporting the processes of lead
4 findings or drug evaluations or drug registrations.

5 There is no in vitro predictive test that I am aware
6 of that is in place right now to provide pivotal registration
7 data regarding the effect of drugs per se on resistance
8 emergence and pathogen load.

9 I thank you for your endurance. And I will
10 entertain any questions.

11 CHAIRPERSON WHITE: Okay. We have time for one or
12 two questions. Please go to the microphone.

13 DR. GOOTZ: Tom Gootz from Pfizer. That was a good
14 talk Susan. I was wondering, in this system though one
15 advantage is the fact that if we are involved here, we are
16 trying to assess the safety of animal health drugs with respect
17 to selection or resistance of campylobacter, E. coli, gut
18 organisms, it is true that the sponsor should know how much of
19 their drug is in the fecal matter of those use animals.

20 And a lot of that drug obviously has to be bound to
21 fecal material. So that only a fraction, let's say .1 percent
22 is actually bio-available as it passes through the gut. Your
23 system actually would be very good for trying to look at
24 steady-state conditions at that level for each drug, for each

1 agent, because that is probably the only system where you can
2 look at population dynamics at concentrations of the drug that
3 mimic that which is available in the feces.

4 So, that could be an advantage of this type of
5 system. Have you tried -- as I noticed, just trying to look at
6 some of your models, your data, when you have lower
7 concentrations of a drug you tend to get less resistance. And
8 maybe what we are often seeing here is this low-level free drug
9 which is perhaps enough to induce certain types of resistance
10 like to macrolide, but is not really efficient at selecting
11 permanent mutations that cause resistance and then get into the
12 environment.

13 Do you have any thoughts about that?

14 DR. KOTARSKI: A couple of thoughts. I agree with
15 you that in this setting because you can define what your
16 inoculum is you can look and try to develop model systems where
17 you have low drug concentrations and look at the impact overall
18 where you do have that complex ecosystem setting.

19 There are other models that have been used that are
20 either plugged flow that involve matrices that are more complex
21 than just a fluid matrix. We are using a fluid matrix here.
22 Or they involve addition of substrates. For example, real food
23 substrates.

24 You can have hardware that will accommodate that so

1 you can incorporate not only the inactivation or binding that
2 might occur for a drug to the bacteria themselves, but also
3 other matrices that might be present that are not bacterial per
4 se.

5 So, I absolutely agree with you. To develop
6 mechanistic studies of bug drug interactions either in pure
7 culture or in complex matrices, these have potential.
8 Absolutely.

9 DR. SILLEY: Peter Silley, Don Whitley Scientific.
10 Thanks for that Sue. Really just carrying on from that, have
11 you looked in your model at actually putting any solid
12 substrate into your system and seeing if there are any
13 differences?

14 DR. KOTARSKI: We have not done that. I know that
15 Karl Signiglia has a similar system and in fact we modeled our
16 system on Karl's model in which he is using food substrates to
17 dump -- excuse me, not dump in -- but add on a systematic
18 basis, twice a day basis. I haven't seen the data that he's
19 generated in that system with respect to this question, but I
20 would anticipate that we will see some data coming from his
21 laboratory in the future.

22 DR. SILLEY: We have been working with in effect a
23 batch system which uses some solid matrices as well, and have
24 been able to actually maintain from that a mixed fecal flora.

1 Certainly a reason to study --- in terms of the bacterial
2 position that appears over 14/15 days. We have not really got
3 any further than that.

4 But what is actually interesting, if you are looking
5 at that sort of gene transfer and then you will actually see
6 differences if you look in the liquid phase as opposed to
7 actually in the solid phase, which is probably not surprising.

8 But, I think it is quite interesting if we are then trying to
9 maybe extrapolate to see what happens in vivo, because of
10 course obviously there is a solid phase and a liquid phase.
11 But there certainly are differences between the two.

12 DR. KOTARSKI: So, from what you are saying I
13 understand that you can actually develop more than one
14 ecosystem within that one culture?

15 DR. SILLEY: Yes. Absolutely.

16 DR. KOTARSKI: Okay.

17 CHAIRPERSON WHITE: One last question.

18 MR. : Susan, just a comment. You didn't
19 highlight or perhaps we missed it, but the possibility of using
20 the in vitro or lab-based studies to see the frequency of
21 transferrable elements. You know, transconjugants, etc. like
22 that which is something actually that might be quite useful and
23 is done all of the time of course, if you know there is a
24 transferrable element.

1 DR. KOTARSKI: Sure. Absolutely. I agree with you.
2 I didn't want to highlight too much the pure culture work that
3 can be done. In terms of characterizing the capacity for
4 frequency of drug transfer, absolutely the pure culture work is
5 useful. And it is also useful in terms of setting up systems
6 to make comparisons to see that capacity pure culture versus
7 seeing that capacity in a more diverse matrix.

8 Say for example like in an in vitro system such as
9 ours. And that is easier to set up in an in vitro system than
10 it is in vivo. On the other hand, the next question becomes,
11 with that observation is how do you translate the in vitro
12 observation to a capacity or put it specifically in terms of
13 what is the rate of resistance emergence. That is difficult
14 stuff. You know, translation of that in vitro data to in vivo
15 data.

16 CHAIRPERSON WHITE: Thank you, Sue.

17 Just to let people know, we do have chairs in front.
18 If you want to hold up the wall back there, that would be
19 great too. The next speaker is Dr. Thomas Shryock. Tom got
20 his B.S. in Biology from the University of Toledo and his Ph.D.
21 in Medical Microbiology from the Ohio State University.

22 He then did a post-doc with Case Western Reserve
23 University. He has been a research scientist, a senior
24 research scientist with Pfizer. He has been an assistant

1 professor in the Life Sciences Department at Indiana State
2 University. He is currently a technical advisor and research
3 scientist in the animal science discovery and development
4 research program at Elanco Animal Health.

5 He also chairs -- I will keep going for Tom here --
6 the new Division C in American Study for Microbiology which is
7 animal health microbiology. And he is currently the chair also
8 the Veterinary Antimicrobial Susceptibility Testing Committee
9 in NCCLS. Please welcome Tom.

10 DR. SHRYOCK: Thank you, David. Thanks to CVM for
11 the invitation to participate in the pre-approval studies
12 workshop. Unlike David's concluding slide yesterday with
13 Apollo 13, I do agree that we do need teamwork, but
14 susceptibility testing is not rocket science.

15 So, I hope to share some of the considerations that
16 we will have to take into account, but keep in mind these are
17 doable and certainly not that highbrow science that we would
18 associate with Apollo 13.

19 (Slide)

20 With regard to the objective of the antimicrobial
21 susceptibility testing or AST for shorthand, I think many of
22 the previous speakers have already covered just about every
23 point that I was going to make so I can roll through this
24 fairly quickly. So, I will really try to emphasize some of the

1 points that I think are essential to keep in mind as we enter
2 into the break-out group discussions this afternoon.

3 Also, the handout that is available in the packet
4 has many of these same points in it so you can refer to that as
5 needed.

6 One of the key points to keep in mind is that while
7 we do a lot of the susceptibility testing and relate that to in
8 vivo outcomes, we really are making some arbitrary assumptions.
9 In that the in vitro conditions are the in vivo conditions,
10 and that is not true because we have host factors that also
11 interact.

12 We can spend a fair amount of time on that triad
13 then between host, bacterium, and antibiotic and we have to
14 keep that in mind as we go through some of these discussions.

15 (Slide)

16 A number of the speakers that have already talked
17 about the jigsaw puzzle as to how AST or susceptibility testing
18 really is just the centerpiece to support a number of the other
19 pre-approval studies.

20 For example, it has got a very significant role in
21 clinical efficacy data that has a use for the PK/PD data as
22 Mark Papich discussed yesterday. Post-approval we use this
23 data for NCCLS guideline development. However, the data is
24 actually developed during the pre-approval phases.

1 One thing that hasn't been mentioned is that all
2 companies do some sort of field isolate survey for pre-existing
3 resistance, usually in the target animal pathogen. However, I
4 think with the recent discussions here some companies may be
5 looking for some of the zoonotic to see what kind of resistance
6 reservoir or potential exists out there.

7 Obviously, a spectrum of activity and potency are
8 assessed on the typical battery of laboratory strains that
9 companies have. All of this is used to phenotypically evaluate
10 the resistance selection potential. And I will come back to
11 that because phenotypic doesn't necessarily line up with the
12 genotypic. That is still something that we need to put
13 together in a much firmer way.

14 We can also use susceptibility testing to compare
15 strains of known resistance characteristics. For example,
16 there is quite a number of well-characterized resistance genes.
17 A battery of those type strains can be tested to see what kind
18 of response you will get with a new test agent.

19 And then lastly, the pathogen load and resistance
20 selection studies that we are discussing today can also be very
21 directly supported through susceptibility testing.

22 (Slide)

23 So, as I tried to put the talk together today I
24 wanted to really try to list out some of the factors that I

1 consider as I design susceptibility testing studies. As we do
2 so we really come to the realization that a lot of this is an
3 interactive consideration where we have to really know a lot
4 about this type of specimen that we are going to be obtaining
5 and how that interacts with how you isolate a pure culture, how
6 do you identify it, to what level. Even some of the
7 considerations on storage and perhaps shipping.

8 A number of speakers have talked about antibiotic
9 properties, physicochemical characteristics that are important,
10 as well as the actual methodology. All of that has to be
11 factored in, in one way or another, in order to make an
12 appropriate interpretation of the data.

13 (Slide)

14 With regard to the origin of the specimen, obviously
15 this can take on many forms. Animal isolates from a variety of
16 sources, either fecal, cecal tissue, etc. can be obtained at
17 various time points throughout the life or medication period of
18 an animal. I think that is very self-evident just by reading
19 the slide.

20 Sue gave a very excellent talk on culture.
21 Chemostat methods a sampling can be taken in those types of
22 situations as well. And Kathy Ewert mentioned a battery of
23 bugs yesterday, a reference culture type of situation. Those
24 could also be considered an origin for your specimen.

1 (Slide)

2 As we continue on this path, recognizing that to do
3 susceptibility testing we really need to, in my opinion, get
4 down to some pure culture situations. Consider the type,
5 whether it is environmental samples, fecal tissue, etc. and
6 then that drives some of the sample size and processing-type of
7 activities.

8 Dik Mevius mentioned yesterday that if you use 25
9 grams of fecal material versus one, your isolation rate goes
10 up. Some of those kinds of considerations have to be given a
11 little thought.

12 We talked a little about what kind of bacteria
13 should we be looking at, we can discuss that in the break-out
14 groups a little further. I think we have all got some fairly
15 structured ideas on that.

16 Pure cultures, marked challenge strains for example,
17 yeah those can all be done. Separating out mixed or
18 contaminated cultures. There are some issues that go there.
19 If you have an extraneous milieu, such as organic debris or
20 blood that has to be taken into consideration.

21 And finally, a key point is the number of samples.
22 Dik yesterday mentioned that if you have a culture plate that
23 has 300 colonies, how do you choose which few or how many to
24 take? Some real basic questions, but they do enter into the

1 need for some consideration that does impact on the statistical
2 design.

3 (Slide)

4 Obviously, isolation procedures are key in terms of
5 trying to standardize and consider how you really approach your
6 topic. Enrichment will pick up just one or two bugs, maybe as
7 many as 10, depending on the specificity and the sensitivity of
8 the enrichment.

9 That can only be varied also with selective
10 enrichment where you may actually have antibiotics or other
11 types of chemicals in there that really enhance the growth of a
12 particular type of bacterium.

13 All of this leads up to the expected recovery rate.
14 How many samples do you really need to take in order to get
15 the desired number? If you need 100 samples and you anticipate
16 you will get 40, that is a real factor there.

17 One thing that we have not really discussed is what
18 about damaged cells or those that will be viable, but they are
19 not cultivatable. That is kind of an unexplored area and
20 something, again, just to consider.

21 (Slide)

22 Identification: how far down do you want to take
23 that? Is the use of say, enterococci good enough? Or, do we
24 need to speciate all of the various species of enterococci? Do

1 we need to get into serotyping in some cases? Lots of
2 considerations, lots of extra lab activity there.

3 (Slide)

4 As far as storage and shipping, some other
5 considerations from real practical aspects. If you take the
6 cultures you may want to test them all at once. It is a lot
7 easier to do that. If you do that then there can be some other
8 unforeseen affects. For example on gene or plasmid stability.
9 Sometimes plasmids get lost, that can influence the
10 interpretation of your data.

11 Obviously, recovery of pure cultures as opposed to
12 mixed: sometimes you put away what you think is a pastorolida
13 metastida and you get something else out, it happens. Not
14 often, but it happens.

15 Viability: if you store these samples away, not all
16 of them come back. And a lot of that has to do with the type
17 of conditions that you choose to store your cultures in.

18 This also leads then to the next question of
19 banking. How many isolates will you need to save for how long?
20 How can you identify all of these things? It is not rocket
21 science, but it is a factor that you have got to consider and
22 order appropriate freezer or liquid nitrogen storage space.

23 There may be some limitations on biohazard agents as
24 far as shipping or work in the lab that we might want to put

1 forward.

2 (Slide)

3 Antibiotic properties is something that can be
4 factored in fairly early in the game. Whether you are dealing
5 with a novel class, one that is never been explored before or
6 if it is an analog of an existing class, the extent of
7 knowledge will vary.

8 Obviously, the physicochemical attributes, such as
9 solubility, stability, potency, and purity requires a lot of
10 chemistry support from the analytical and formulations group to
11 help the microbiologists sort through that sort of thing.

12 Mark, yesterday discussed the mode of action:
13 bacteriostatic and bactericidals, some other important
14 characteristics to be aware of. We haven't really talked about
15 testing related metabolites except in general terms, but that
16 is something that could be considered. Especially if those
17 have microbiological activity. We have already mentioned
18 spectrum, narrow versus broad, and protein binding as a couple
19 of other factors that could be considered.

20 (Slide)

21 With respect to the susceptibility test methods,
22 there has been some question should we use NCCLS or should we
23 use something else? That is a question that is certainly open
24 and on the table.

1 The NCCLS manual here, which you can get from the
2 NCCLS organization, basically is an SOP to do susceptibility
3 testing and quality control development. There is another
4 related document for sponsors that tells you how to set these
5 types of things up.

6 This really is designed for the clinical, diagnostic
7 laboratories. However, it can be used in research areas as
8 well. So, while I am not going to spend a lot of time on this
9 I just wanted to draw your attention that it can be useful, but
10 there may be other methods that would suffice to address the
11 research issues that are at discussion today.

12 No matter which of these methods, and they could
13 include E-test, spiral plater, replica plating, filter methods,
14 etc. always have to have some study to associate the conditions
15 that affect the endpoint of those studies. Otherwise, you can
16 get falsely high or low MICs.

17 For example, macrolydes are notorious for their Ph
18 influence. So you have got to take that into consideration.
19 For sulpha drugs, for example, the thymidine content in the
20 media can influence the results tremendously.

21 Those sorts of things have to be considered and
22 microbiologists are in a situation where they can do that, but
23 all of this has to go toward the idea that you are going for
24 validation, reproducibility, and the ability then to generate

1 quality data.

2 As an aside, it was mentioned yesterday that we
3 might want to consider testing human use antibiotics along with
4 or in place of animal use antibiotics. I will just make the
5 comment that the availability of the human use antibiotics may
6 not always be there. Especially for companies for which there
7 may be human-pharma competitive counterparts.

8 So, it may not always be practical to obtain some of
9 those particular agents for comparative testing. At least in
10 some cases.

11 (Slide)

12 Probably the key thing with all of the
13 susceptibility testing data is what do you do with it once you
14 have it? We can generate all sorts of numbers. Probably the
15 most useful thing in the pre-approval mode would be the
16 histogram frequency data. The slides that Dik Mevius shared
17 with us yesterday would be a good example of that histogram
18 frequency.

19 I think you can really start then to see some
20 specific types of data and how that can be used to support some
21 of your interpretations. That is as opposed to taking say an
22 MIC 50, 90 or range, which is all right to do, but that is
23 perhaps not the best research use or summary of the data in
24 some of these types of studies.

1 For the interpretive criteria, which would be the
2 susceptible intermediate resistant, that really has more to do
3 with the clinical diagnostic laboratory utilization and
4 interpretation of the data. And in part that is still related
5 to pre-approval studies, but that is a little bit of a shift in
6 emphasis.

7 Again, linkage that you have a phenotypically high
8 MIC should be associated with the genotypic characterization
9 for that resistance gene. The two do go hand-in-hand.

10 (Slide)

11 Just to list out some miscellaneous tests for
12 susceptibility testing, these are things that you find in the
13 literature quite frequently. For example, serum bactericidal
14 activity attempts to look at the killing of the antibiotics in
15 the presence of serum.

16 Obviously that doesn't hold for all drugs. For
17 example those that are active against enterics. But, it does
18 give you an idea of what happens in vivo in some cases.

19 Post-antibiotic effect can be measured quite
20 effectively. It is a relatively simple and straightforward in
21 vitro study to do. As well as subMIC effects.

22 All of these then tend to reinforce, because they
23 are part of the PD characteristics, some of the uses of that
24 whole discipline to support rational dosing designs. The same

1 for kill curves and in some cases -- we really take this out a
2 little bit further -- effects on virulence factors, for example
3 toxin production, etc. could also be considered.

4 (Slide)

5 Some other considerations which may not be
6 exclusively specific to susceptibility testing or laboratory
7 activities include the logistics. Use of a single lab versus
8 multiple can enter into this because of variability, various
9 technicians doing different things at different times. So,
10 that is factored in as I would design a study.

11 Obviously cost is a consideration. We have to be
12 real about that. Validation, we have always got to justify
13 that these methods that we are using are accurate,
14 reproducible, and have some basis in fact.

15 Information technology or data capture and analysis,
16 that is always a part of this but it is never voiced very
17 openly. But that is a big part of it. You have got to take
18 some kind of a record of your data and then do something with
19 it. That is a consideration.

20 We haven't heard anything as far as statistical
21 design on these experiments. Not being a statistician, I don't
22 really want to get into that, but that is a very important
23 consideration that we should pay attention to. Particularly,
24 with sample numbers, statistical design, etc. because that

1 forms the best basis for the interpretation of the studies.

2 If we are going to be using panels, obviously the
3 manufacturer of those panels has some considerations there.

4 The last thing here to consider that hasn't been
5 mentioned is all these studies need to be done under good
6 laboratory practices which requires certain specifications that
7 the lab must adhere to. It makes it a little bit more
8 challenging, but by the same token it also makes the study that
9 much more believable when you have these kinds of practices in
10 place.

11 Ultimately, whatever protocol is decided has to be
12 approvable by the CVM. That just goes without saying. That is
13 all part of having NADAs and that sort of thing.

14 We haven't mentioned anything as far as in the pre-
15 approval studies how that could relate to say a post-approval
16 monitoring program. Certainly some of these studies that are
17 done pre-approval would have to be looked at as foundations or
18 background information to support some of the post-approval
19 monitoring programs that will be considered.

20 (Slide)

21 So, to wrap up here and to complete the jigsaw
22 puzzle. Again, to put into perspective, susceptibility data to
23 me is the centerpiece. The interpretation is really key. At
24 this point we are using the data for field surveys. Looking at

1 reference collections. And sponsors are using the data also to
2 develop the NCCLS guidelines and interpretive criteria.

3 They are also using these to support the efficacy
4 studies and in some cases the rational dose selection through
5 the use of PK and PD. The new piece of the puzzle would be the
6 lower right-hand corner there (indicating) with the pre-
7 approval studies and the resistance selection where we can
8 actually then start to use these very same tools to apply in
9 that regard.

10 (Slide)

11 So, once we have got the puzzle together we can get
12 to work. And with that I will close and open it for any
13 questions.

14 MR. : Tom, could you explain what you mean
15 that you sometimes have difficulty getting human drugs for
16 susceptibility testing?

17 DR. SHRYOCK: Sure. The comment had been made
18 yesterday that we might want to consider using human drugs to
19 test for resistance selection. Obviously, if a veterinary
20 pharmaceutical company is developing something that is in the
21 pipeline in a different pharmaceutical company, the request may
22 or may not be fulfilled by that competing company.

23 MR. : You are talking about not approved
24 human drugs, human drugs that are in development?

1 DR. SHRYOCK: It can be either one. I wouldn't
2 necessarily limit it. There is no --

3 MR. : Well, I would take exception to that
4 because one part of that is that there is no limitation. You
5 can readily get, commercially get, human drugs that are
6 approved to do susceptibility testing. I agree that if it is
7 in human development it is hard to get. But, in actuality CDC
8 as we -- as soon as a drug gets into Phase II trials, we often
9 get the human drug to do susceptibility testing.

10 For instance, we are testing against zerosin which
11 is in Phase III trials, etc. So, we can get the human drugs
12 very easily, commercially even once it is approved. It is the
13 veterinary drugs that we cannot get. The growth promoting
14 veterinary drugs that we cannot get to do susceptibility
15 testing.

16 So, I just find it ironic that you had a different
17 conclusion.

18 DR. SHRYOCK: Tom?

19 CHAIRPERSON WHITE: One more question.

20 DR. GOOTZ: Tom Gootz. One of the hot button
21 organisms is campylobacter. But I understand that there is not
22 really an NCCLS approved or standardized, I guess I would say,
23 method for susceptibility testing that. So, how dangerous is
24 that for us to be doing a lot of pre-approval studies with

1 campylobacter and even monitoring resistance if the NCCLS test
2 isn't standardized yet?

3 DR. SHRYOCK: The NCCLS is working on that. Bob
4 Walker could probably speak to this more effectively than I,
5 but we are in the process of developing the quality control
6 information for campylobacter against a variety of different
7 antibiotics.

8 So, that should be available shortly. At this
9 point, life does go on and people do use E-tests or other
10 methods and come out with MICs. Chances are that those values
11 will be fairly close to what the NCCLS comes out with. I can't
12 foresee if they are going to be so different, that that would
13 invalidate or repudiate existing data.

14 It would be nice to have some agreed-upon standards,
15 and that is what Bob is working on and we should have those
16 soon.

17 DR. WALKER: Yes. I think if you are going to be
18 doing these studies, the things that we are looking at right
19 now is the QC organism will probably be ATCC335660. So,
20 campylobacter jejuni ATCC335660. Incubation conditions will be
21 5 percent CO₂ and the Mueller/Hinton broth for the
22 microdilution, Mueller/Hinton auger with 5 percent blood for
23 the auger dilution.

24 The disk diffusion, we are not going to recommend

1 that testing method because it is like reading a hologram. It
2 all depends on how you hold the platelet determines the zone
3 size you get. Thirty-five to thirty-seven degrees centigrade
4 for 48 hours.

5 DR. GOOTZ: If you --

6 CHAIRPERSON WHITE: Can you use the mic, sir.

7 DR. GOOTZ: Sorry. If you are to use an E-test on
8 that in the interim for any macrolide and then incubate it in
9 CO₂ to get the organism to grow, you might likely get much
10 higher MICs since the acid nature of the CO₂ on the auger
11 surface will artificially give you a higher MIC.

12 That is my only concern. But, no one is using that
13 past this point. You said your standardized test is a ---
14 broth?

15 DR. WALKER: Right. And we actually get better
16 growth in 10 percent CO₂. The MICs don't change in 5 percent
17 CO₂ or 10 percent CO₂, except for the macrolydes. And the
18 macrolydes always have a higher MIC with the increased CO₂.
19 So, what we are doing is developing the quality control ranges
20 under these test conditions.

21 And so if you use this QC organism, use those test
22 conditions, then any other test you run, as long as your QC
23 organism is in control the rest of the testing method is,
24 because you are defining those conditions, it should be okay.

1 CHAIRPERSON WHITE: Thank you, Tom. Our next
2 speaker is Dr. Marc Lipsitch. Marc received his Ph.D. in
3 Zoology from Oxford University. He did a post-doc with
4 Dr. Bruce Levin at Emory University and he is currently an
5 assistant professor of epidemiology at Harvard School of Public
6 Health.

7 His research focuses on mathematical modeling and
8 experimental approaches to study the population in evolutionary
9 biology of bacterial pathogens.

10 DR. LIPSITCH: I am sorry, I am subject to
11 Microsoft's file size inflation and wasn't able to get my
12 entire presentation on a disk. It is not that long, it is just
13 fat.

14 CHAIRPERSON WHITE: Just to remind people that we
15 will have both a study concepts panel and an opportunity to ask
16 questions at the end of this, after our break. So any of these
17 questions can be revisited for our panel members.

18 DR. LIPSITCH: While we are waiting I will just tell
19 you a little bit what I am going to be talking about.

20 As the introduction said, I am a population
21 evolutionary biologist and have been interested recently in
22 modeling antibiotic resistance in human community-acquired and
23 hospital-acquired organisms. And, I don't have much first-hand
24 knowledge about the farm animal situation, and am therefore

1 going to try to talk about it to predict two models.

2 So we used, recently, to look at in one case a
3 hospital-acquired pathogen and in another case a community-
4 acquired viral pathogen. And try to show by example how those
5 sorts of models can be used in a human situation and then try
6 to draw parallels to where I think it might be useful in the
7 animal area. And then describe some of the limitations as
8 well.

9 So, we are getting close.

10 (Slide)

11 So, another outline of what I will talk about is I
12 will briefly mention some mechanisms by which antibiotic use
13 may select for resistance as those relate to the way those
14 mechanisms are incorporated into mathematical models.

15 I will then describe how these models can be used to
16 look at infectious disease transmission and give a couple of
17 examples from our work. And then talk a little bit about the
18 applications to the veterinary situation.

19 (Slide)

20 I have listed here three, what I think are distinct
21 mechanisms by which antibiotic use may select for resistance.
22 And which of these mechanisms is or are relevant depends on
23 the organism and the drug that are in question.

24 And, I list them explicitly here basically because

1 when constructing a mathematical models, one of the advantages
2 is that you become explicit about your assumptions about the
3 way in which your drug is related to your organism and to
4 selection. And because of that advantage it is important to
5 construct your model appropriately for the drug and organism in
6 question.

7 So, in the human situation these are, the first of
8 these is known as acquired resistance. The idea there is that
9 a subpopulation is already resistant in the human host. Maybe
10 a single mutant or a small population of mutants or perhaps
11 organisms carrying a plasmid.

12 And that upon treatment the susceptible population
13 declines and that resistant population overgrows, possibly
14 leading to treatment failure. So, that is an event within a
15 single host and it is a direct effect on the treated host.

16 A second mechanism is what is known as primary
17 resistance. That is the idea that you can become infected
18 directly with a resistant organism. That is why it is called
19 primary resistance. And in this case, the use of the
20 antibiotic, it is a sort of indirect effect in promoting
21 resistance via primary resistance.

22 So, in this case the effective treatment of
23 susceptible infections reduces the transmissibility of those
24 drug-susceptible infections making it more likely that an

1 individual who is infected will become infected by a resistant
2 organism rather than a susceptible organism.

3 So the difference, there is an important difference
4 there between primary and acquired resistance. Acquired
5 resistance is associated with a failure of treatment, whereas
6 primary resistance is really associated with a successful
7 treatment. And in a way, the more successfully an
8 antimicrobial reduces the pathogen population in a treated
9 host, the more selection there is at the population level
10 really on other hosts for the spread of resistance.

11 You will see what I mean by that later, I hope.

12 The third is via the effect on the normal flora so
13 the treatment of one infection facilitates colonization by
14 resistant organisms of another species via the effects on the
15 bystander organisms. I think that is a process everyone here
16 is familiar with.

17 (Slide)

18 The kind of mathematical modeling I am going to talk
19 about today is what is known as compartmental modeling and I am
20 going to show you in a little bit of detail what a
21 compartmental model for a much simpler system would be like.
22 Then I am going to tell you fewer details about my own models
23 because they are a little more complicated than this and in the
24 interest of time. But I want to try to make it clear what

1 these models do and how they work.

2 They are called compartmental models because they
3 track the progress of hosts, individuals, people in my case,
4 through a series of compartments that refer to their state with
5 respect to the infection you are interested in.

6 So for a simple infection, for example measles, you
7 consider people born into a susceptible compartment. And then
8 they may be infected at some rate moving them into an
9 infectious compartment. And it is those infectious individuals
10 who determine the rate at which new people become infected.

11 And then individuals recover at a particular rate
12 and become immune, thereby making them no longer contribute to
13 the process of making new infections. People are removed by
14 these compartments either by aging past the age of
15 susceptibility or, depending on the infection, or by death.

16 And you can model, for example vaccination, in
17 something like this, in a model like this, by taking people
18 directly from the susceptible category into the recovered or
19 immune category without going through the infected state. And
20 any model like this can be drawn as a diagram, but is
21 represented in the analysis or the computer simulations that
22 you do as a series of differential equations. And those are
23 the equations for this fairly simple mode.

24 (Slide)

1 These kinds of models have been applied for a
2 variety of questions. In the early part of this century models
3 like this were used to evaluate interventions for malaria
4 control. Comparing vector control for example, to preventing
5 bites to various other interventions. They were targeted in
6 different ways to ask which of those kinds of things would be
7 the best to control the total burden of disease.

8 Another common use for these models is to calculate
9 the critical coverage for an immunization program. So what
10 fraction of a community has to be vaccinated by a particular
11 vaccine in order to eliminate an infection from that community?

12 Another very interesting kind of application of
13 these is to try predict and then prevent unintended effects of
14 vaccination. The example for this is the story with congenital
15 rubella syndrome. And I will talk about this just to
16 illustrate how these indirect effects can work.

17 With rubella, the infection itself can be serious
18 but the most serious public health concern, especially in
19 developed countries, with rubella is the possibility of
20 congenital rubella syndrome in which a pregnant woman becomes
21 infected and consequences ensue for her child.

22 When you vaccinate against an infection, one of the
23 effects is to make the average age in which that infection
24 occurs increase. As a result of that, if you start with a

1 community in which the average age of infection is long before
2 puberty and you start to vaccinate, the number of people who
3 are infected at puberty or post-puberty at a time when CRS may
4 be a concern, will increase.

5 So, there is a possibility under certain
6 circumstances for the actual burden of congenital rubella
7 syndrome to increase as a result of vaccination transiently as
8 the vaccine program is introduced.

9 That was recognized in the UK in the advance of the
10 introduction of a rubella vaccination program. The program was
11 then designed specifically in order to prevent that effect. So
12 that is one of the really nice uses of this kind of modeling.

13 More recently, similar models have gained the
14 spotlight in looking rather than at transmission in a
15 community, looking at the dynamics of viruses in infected cells
16 in individuals and showing the dynamic process of viral
17 turnover in HIV infections.

18 (Slide)

19 So, how can these kinds of models be used to look at
20 resistance? I think there are really two kinds of applications
21 which may shade into each other, but really the approach is
22 somewhat distinct and depends on the kinds of data you have and
23 the kinds of questions you are interested in.

24 The first, which I will give an example of in a

1 minute, is trying to make a very specific model to predict how
2 fast resistance to one drug will emerge in a particular
3 organism following a change in use.

4 And the reason why you can't always do this is
5 because there is a requirement for fairly extensive data and a
6 need to do fairly elaborate analyses of the uncertainty and the
7 predictions associated with the uncertainty in your inputs.
8 But sometimes that is possible and I will explain one example
9 of that.

10 The other application is to use general models which
11 are not going to give you an answer like resistance will double
12 in 10 to 20 years or in 10 to 20 days. Instead, these models
13 can be used to identify key processes and parameters in the
14 transmission dynamics of a particular organism and the effect
15 of the drug on resistance in that organism.

16 They can be used to suggest mechanisms that explain
17 observations that have been made but for which the explanation
18 has been uncertain. And they can be used to identify the
19 approximate time scales for changes in resistance, even when
20 precise predictions are not possible. I will give an example
21 of that as well.

22 (Slide)

23 My first case study is a more predictive model. And
24 this is a model that we put together in order to look at the

1 changes in resistance to nucleoside analogs in herpes simplex
2 virus type I, which is the cause of cold sores in a large
3 number of people and a cause of a much more severe disease in
4 immunocompromised people.

5 The maker of the topical cream for treatment,
6 antiviral cream, for treatment of this infection, applied for
7 over the counter status for this drug. This obviously raised
8 serious issues of resistance. Particularly because the topical
9 pencyclovir cream showed cross-resistance to all of the major
10 first line anti-herpes viral drugs.

11 So that if you select it for resistance to that
12 cream it could quite serious, particularly in the smaller but
13 important population of persons who got severe disease from the
14 same organisms.

15 So we were asked to try to model the question what
16 impact would increase use of topical pencyclovir have on
17 resistance? So, there was a lot of data fortunately available
18 for this situation. We knew a lot about the base line levels.
19 We knew the current prevalence of the infection and of
20 systematic recurrences of the infection.

21 We were able to calculate from these data that there
22 is a period of roughly 10 years or more on average between
23 transmissions. So that a person who is infected, on average it
24 would be 10 years before they would pass on the infection, even

1 if they were in a community of totally unexposed hosts.

2 We knew the current levels of anti-viral use and we
3 knew that that was a large number -- and I am not giving
4 numbers here because they are not so important in understanding
5 the generalities here -- but, I can answer questions about that
6 later.

7 They are large in kilogram and daily-dose terms, and
8 it looked as though there was really a lot of use of the anti-
9 viral class already. But, if you then looked at the proportion
10 of the total cases being treated it was a very, very small
11 number. There are a lot of people with recurrent herpes
12 labialis and a very small number of those were being treated.
13 So, as a selective pressure on the organism as a whole, the
14 burden of current treatment was quite low.

15 (Slide)

16 And that was reflective in current resistance levels
17 which were about .3 percent in the immunocompetent hosts and
18 higher in the immunocompromised hosts, where the use was much
19 higher and the emergence of resistance is much easier in
20 immunocompromised hosts.

21 (Slide)

22 So, how does anti-viral use in this case select for
23 resistance? Well, I described those three mechanisms and I
24 think there are two of those mechanisms that are relevant for

1 the HSV1 case.

2 The first is that treatment with the pencyclovir
3 cream reduces viral shedding, the duration, by about 20 to 25
4 percent. And therefore may promote resistance by reducing
5 transmission of the sensitive virus, leaving hosts susceptible
6 to infection with resistant virus. Leaving the other hosts who
7 might have been exposed to that susceptible virus, but aren't
8 then susceptible to infection with resistant. So that is one
9 mechanism and that selection is proportional to the efficacy of
10 the drug in reducing shedding.

11 The other mechanism that might be involved is that
12 in rare cases it may cause acquired resistance. And treated
13 immunocompetent hosts were the ones to whom this OTC drug would
14 have been marketed had it been approved, which it wasn't.

15 The data on that showed that in about 1,800 patients
16 in different studies there were no clear reports of acquired
17 resistance. There were four case reports, not in studies but
18 just people who had been identified that might have been
19 immunocompetent hosts in whom resistance emerged but it wasn't
20 clear.

21 So, our best quantitative data was zero out of
22 1,800. Which if you take a confidence interval, the 95 percent
23 confidence interval says that number can give you confidence
24 that the true rate of acquired resistance is less than 1 in

1 625.

2 I am going through all of these numbers in this case
3 for a reason. Because it turns out the 1 in 625 is actually
4 very different from zero, which is what we initially thought.
5 We in fact initially modeled it with zero and our predictions
6 were so optimistic that we then wanted to see how close to zero
7 is zero. And you will see that in a minute.

8 (Slide)

9 So we constructed a more complicated model than the
10 one I just showed you which basically mimics that idea of
11 people being born susceptible becoming infected. We put in two
12 different kinds of infection: resistant and sensitive. We
13 considered the dynamics of the way in which herpes works with
14 period recurrences, some of which may be treated, thereby
15 reducing shedding.

16 (Slide)

17 And we expanded that model. Again, our initial
18 predictions were really very optimistic and we wanted to make
19 sure that that was not an artifact of the model. So we
20 expanded the model to include immunocompromised hosts and to
21 include several other factors which we thought would be likely
22 to speed the development of resistance in a population.

23 (Slide)

24 The uncertainties that went in the model were really

1 parameter values. One was how much of this drug would be used?
2 And based on parallels from the UK situation with another
3 drug, we suspected up to 30 percent of episodes might be
4 treated.

5 We didn't know, it is not known, how much of
6 transmission comes from symptomatic versus asymptomatic
7 sources. And that is important because if most transmission
8 comes from symptomatic patients, then treatment of those
9 symptomatic patients will have a big selective effect on
10 resistance in the organism.

11 Whereas if most transmission is from asymptomatic
12 patients then treatment of the symptoms may be much lesser of a
13 selective force. We didn't know much about the
14 immunocompromised in the transmission cycle. We didn't know
15 whether resistant viruses are less transmissible than drug-
16 sensitive viruses and we don't know the actual probability of
17 acquired resistance.

18 (Slide)

19 So, as I said, we made some educated guesses and
20 estimates of those parameters and we started by assuming no
21 acquired resistance because we thought zero out of 1,800 sounds
22 like zero. What we found that the scale, on the X axis there
23 is years and the red line represents our most pessimistic
24 assumptions about everything except acquired resistance.

1 So we assumed that all transmission came from
2 symptomatic patients, meaning the selective effect would be
3 greatest and we assumed that resistant organisms were just as
4 transmissible as drug-sensitive. We made a variety of what we
5 thought were pessimistic assumptions and the model predicts
6 then a very, very small rise from about .3 percent to about .4
7 percent over 50 years.

8 So, that was wildly optimistic. We felt rather
9 sheepish about this and a little uncomfortable and therefore we
10 wanted to -- spent a lot of time trying to figure out what is
11 accounting for this slow increase.

12 (Slide)

13 And we went back to this acquired resistance point.
14 And I summarized most of what is on this slide earlier. The
15 main thing being that we knew it was rare, but we didn't know
16 how rare. And the numbers from studies that existed suggest
17 that it was less than 1 in 600 patients.

18 (Slide)

19 So we then reran the model assuming that it was in
20 fact 1 in 625 patients, which is at the top left (indicating).
21 The slide I showed before is at the bottom right (indicating)
22 for comparison and intermediate cases are shown in the other
23 two.

24 And what you see at the top left is that making the

1 assumption that instead of zero acquired resistance, it was 1
2 in 600 treated patients had acquired resistance, totally
3 changed the dynamics of the system. And under the pessimistic
4 assumptions, instead of going from .3 to .4 percent in 50
5 years, it went from .3 percent to almost 3 percent in 50 years.

6 And even under less pessimistic, more realistic
7 assumptions in the yellow line, it went up to about 1.5
8 percent. Still relatively slow compared to some other
9 pathogens that you may be aware of. But, the sort of wildly
10 low numbers that we initially found were not verified once we
11 added in acquired resistance.

12 (Slide)

13 So, what we concluded from that was that under all
14 sets of assumptions the predicted increase in resistance would
15 be slow compared to, for example, just to take an example of
16 vancomycin resistant enterococcus where the doubling times have
17 been in the year to two-year range and we have seen a really
18 rapid increase over 10 years. We are looking at a few
19 percentage points over 50 years.

20 But, we found that a small probability of acquired
21 resistance dramatically accelerates the spread in the
22 community. And we found that our conclusions were similar to
23 predictions that were made a few years earlier by Blower and
24 colleagues for genital herpes.

1 (Slide)

2 For a little point of comparison, this is the output
3 of another model by Alan Pearlson's group in Los Alamos that
4 looked at influenza A resistance under treatment in an outbreak
5 with romantadine and amantadine. What they -- the dotted line
6 at the bottom shows the resistance over this rather rapid
7 breakout, over 30 days as the horizontal scale.

8 While the numbers aren't all that impressive in
9 terms of total number of people, you see that the percentage
10 resistance climbs rapidly and reaches a substantial fraction of
11 the epidemic really within two weeks.

12 And so we wanted to understand of course why we are
13 talking about a few percentage points in 50 years versus
14 influenza with a couple of weeks.

15 (Slide)

16 And when we analyzed the differences between our
17 assumptions and theirs, and then started tweaking those
18 assumptions unrealistically in our case, but just to see if we
19 could generate rapid increases in resistance like theirs, it
20 turns out you can if change the parameters to be of a different
21 disease.

22 And the parameters, such as influenza, the
23 parameters that are most important in determining those, are
24 first of all determining the rate of increase. First of all,

1 the availability of resistant variance by acquired resistance
2 or by gene transfer.

3 Secondly, the level of selective pressure. The
4 acquired resistance as we saw made a big difference in our
5 model and also the possibility for primary resistance in
6 transmission between sensitives. Or reducing transmission of
7 sensitives.

8 What is not important directly are things like
9 kilogram usage, doses a little bit. But especially kilogram
10 usage is not important. The compound we were studying, for
11 example, was a topical compound and therefore the total amount
12 of drug in there we calculated the price on a gram of drug
13 basis and it is more expensive than gold as it turns out.

14 So that the total increase in kilogram usage
15 compared to all the perentro use that was going on in the
16 community would have been negligible had this drug been used at
17 the levels contemplated under over-the-counter use.

18 Nonetheless, the selective effect would have been
19 important because it was treating many more infections. So
20 kilograms are not a very good proxy for selective effect.

21 (Slide)

22 The generation time of the infection is probably the
23 most important difference between our results and the influenza
24 results. In the case of influenza, the meantime between

1 transmission is on the order of a week or two. In the case of
2 herpes simplex infections type I, it is on the order of 10
3 years.

4 And that is basically -- natural selection works on
5 the generation time of the organism involved. And in this case
6 the relevant generation is not one viral replication, but it is
7 the transmission of a case. And as a result, the time scale is
8 magnified from weeks to decades in our case compared to the flu
9 case.

10 Other factors include differences in
11 transmissibility between resistant and sensitive infections and
12 other factors which I am not going to talk about.

13 (Slide)

14 So, that is a case where we were able to make fairly
15 quantitative predictions with quite wide uncertainty. But we
16 were able to say even under the worst assumptions the rate of
17 increase would not be rapid in the scale of weeks, it would
18 take decades and it would be a few percentage points. Which
19 might be very important and certainly clinically could have
20 important consequences, but just as a matter of scale would not
21 be the same as observed in some other infections.

22 What I want to turn to now is a second case study of
23 some work we did on antibiotic resistance in hospitals. Which
24 really tried to do a different thing. We weren't trying to

1 make such specific predictions, but rather to explain some of
2 the observations that had been made in hospital-acquired
3 infections for which it was unclear the reason why.

4 One of those observations that had been made is that
5 following an intervention in a hospital resistance levels can
6 change much faster than they do in the community.

7 A second observation is that non-specific control
8 measures, which are not targeted particularly at resistant
9 infections can nonetheless reduce the frequency of resistant
10 infections and maybe even more so than drug-sensitive
11 infections.

12 And finally, there was a puzzling observation that
13 in certain studies use of a single antibiotic could be a risk
14 factor for carrying bacteria resistant to another. Even in the
15 absence of cross-resistance or linked resistance determinants.

16 So for example, in a recent study flouoroquinolone
17 use was a risk factor for receipt of extended spectrum
18 betalactam base gram-negatives in a hospital. And that is
19 strange because what would the mechanism be?

20 (Slide)

21 So the first phenomenon I just described is a
22 difference in rates of change between community-acquired and
23 hospital-acquired infections. This is the data from a finish
24 study supplied to me, kindly on a slide by colleagues at CDC,

1 in which erythromycin use was curtailed by about six-fold in
2 Finland.

3 And what happened following that was a gradual
4 change in the levels of resistance to erythromycin in Group A
5 Strep, first an increase, then a decline. Finally, about a 50
6 percent decline from the original level from about 14 percent
7 to about 7 percent.

8 But that took from 1988 when the program was put in
9 place to '96 when they stopped measuring. Over eight years we
10 saw a relatively, well a 50 percent decline, over almost a
11 decade. A similar situation was seen in strep pneumoniae in
12 Iceland following interventions to reduce penicillin use.

13 (Slide)

14 And those are two of the real success stories that
15 are cited for the benefits of controlling antibiotic resistance
16 in the community, use in the community to control resistance.
17 But in these cases the reductions take years.

18 Mathematical models by others, particularly Darren
19 Austin and Roy Anderson at Oxford, have shown that the rate of
20 decline in resistance is determined largely by the fitness cost
21 of resistance. The difference between the transmissibility of
22 drug sensitive and drug resistant infections.

23 Those models include some simplifications which may
24 not be entirely appropriate. And the reason for my question

1 mark under the comment "No fitness costs/no decline" is that I
2 think there are ways in which declines can happen, even if
3 there is no difference in transmission between resistant and
4 sensitive. But, as a first approximation, that is expected to
5 be slow or non-existent unless there is a fitness difference.

6 So, I think -- this is really directed toward
7 another question, but the expectations for studies in the
8 community, both previous experience and now mathematical models
9 suggest that you should have had moderate expectations for the
10 success of interventions to control resistance in the
11 community.

12 (Slide)

13 In contrast to what you observe in the hospital,
14 this is the result of a study from the early '80s on
15 Methicillin resistant or Gentamicin resistant MRSA in a
16 hospital. And as you see, following interventions in August of
17 1979, the level of this organism went from 30 percent down to
18 zero in December and was really eliminated from the hospital.

19 (Slide)

20 So we wanted to understand what the mechanism of
21 these differences between communities and hospitals might be.
22 We constructed another compartmental model specific for a
23 hospital. And, again I won't go into details, but the idea is
24 that individuals could be either colonized with drug sensitive,

1 colonized with drug resistant, or not colonized with a
2 particular bacterial species which we did not specify because
3 we were trying to do a general model in this case.

4 And, that individuals in contrast to a community
5 where individuals are born not originally carrying a particular
6 infection, or colonizing organism. In the hospital,
7 individuals are admitted often carrying drug sensitive and
8 sometimes even carrying drug resistant versions of the
9 organism. E. coli or enterococcus for example. That turns out
10 to be extremely important for the dynamics of the system.

11 (Slide)

12 So, the first prediction that we found was that
13 using realistic parameters for a sort of compromise among
14 several hospital acquired infections, you see very rapid
15 response to interventions. If you reduce the use of a drug or
16 switch it to another drug you see very rapid reductions in
17 resistance to that drug over a time scale of days to weeks, in
18 contrast to the community.

19 You also see that if you do infection control it
20 disproportionately will reduce the prevalence of resistant
21 bacteria as we observed.

22 (Slide)

23 And finally, we find a very strange phenomenon which
24 is that, as I said earlier, sometimes in some studies if you

1 look at the association between having received one antibiotic
2 and having bacteria resistant to another you see a positive
3 association. And that was a puzzling observation.

4 In this figure, we show -- the red lines show
5 individuals who have received a second drug, drug two, and
6 their level of resistance to a first drug, drug one, in those
7 people. And the blue line shows those who have not received
8 drug two.

9 And no matter what the overall rate of treatment
10 with drug two, in that model we see that the persons who have
11 received drug two are at higher risk of resistance to drug one.
12 But, the more drug two is used in the hospital, at the whole
13 hospital level, the association goes the other way. The more
14 of drug two is used, the less resistance to drug one there is.

15 So, there are a lot of assumptions behind that which
16 I am not going to have time to explain now. I am happy to
17 discuss in more detail over coffee or during questions, but the
18 point of this is simply to say that in a very simple system, it
19 really matters what you measure. If you measure individual
20 level associations or group level risks and that may have a
21 lesson for other situations.

22 (Slide)

23 I went through the predictions rather quickly and
24 didn't explain why. In all of those cases of those

1 predictions, the reason for them and they reason why they are
2 unique to hospitals, is this idea of people flowing through the
3 hospital. Coming in colonized and staying for a short time and
4 then leaving.

5 And this influx of drug sensitive bacteria makes a
6 big difference to the dynamics of a hospital versus a
7 community. And that may be relevant in considering the animal
8 situation as well.

9 (Slide)

10 So, what can these kinds of models possibly suggest
11 for animals, and I offer these tentatively in an audience full
12 of people who know much more about the animal situation than I
13 do.

14 First is population processes in the host population
15 may be important. As I said, having an open system in which
16 people are constantly coming in or animals are constantly
17 coming in colonized may change the situation. And where the
18 life span and the duration of stay in a particular group, like
19 in a particular herd for example, has a big impact on the
20 rates.

21 The second possible lesson is never say never. That
22 comes from the herpes example. And what I mean by that is that
23 very rare events like the one in 600 or less event of acquired
24 resistance may have an important impact on the determinants of

1 changes in the resistant level.

2 The third thing is that indirect effects are
3 important. All of these models are really designed, and their
4 strength is that they are good at looking at how treating some
5 individuals affects the flora of others. And I think that if
6 this kind of modeling can make a contribution to the farm
7 animal situation, this is probably how.

8 And finally, models like this, even with limited
9 data can give a rough idea of time scale thereby making a
10 rational basis for measuring the effects of changes in
11 antibiotic use.

12 While we don't know precisely what time scale we
13 expect things to happen in a hospital, for example if you
14 reduce the use of a particular drug, we know that the dynamics
15 should be on the order of weeks to months, and not on the order
16 of years. And that is done with very general data.

17 (Slide)

18 So, what can these models do? They can predict the
19 response of bacteria to changes in antibiotic use if sufficient
20 data are available. They can make testable predictions about
21 the factors influencing these time scales, which analogy is the
22 right one. So should we think of a particular agricultural or
23 farm animal situation as being more like the herpes situation
24 of decades or more like the influenza situation of weeks?

1 They can suggest mechanisms to explain previously
2 unexplained observations and they can aid and study design by
3 suggesting time frame, sample size, and some of the key
4 processes that should be measured.

5 (Slide)

6 What can they not do? One thing, unfortunately, is
7 they can't make reliable predictions based on limited data.
8 The better your data, obviously, the more specific the
9 predictions can be.

10 The second thing they can't do which I think is
11 really critical in understanding the role of animal use of
12 antibiotics and their possible impacts on human health is no
13 model can predict very rare stochastic events which may be
14 critical to the evolution of resistance, such as genetic
15 innovations.

16 (Slide)

17 This is a dendrogram from a group led by Marshall
18 and colleagues showing the Van-A, vancomycin glycopeptide
19 resistance genes as found in enterococcus. Which groups, as
20 being very similar in sequence to those from the glycopeptide
21 producers, the organisms from which those drugs were initially
22 isolated.

23 And how that jump was made, probably through other
24 intermediate species is a mystery. And no model can predict

1 that in any real sense because it is a rare event which just
2 happened to take some decades probably, at least until it
3 reached an important level.

4 And what role, use in animals plays in facilitating
5 that sort of gene transfer is really, it is open to discussion,
6 but it is not something that you can model.

7 (Slide)

8 And finally, I want to just make a brief comparison
9 between what I have been talking about, my compartmental
10 models, and the sorts of models that many of us saw presented.

11 A very impressive example of last time we were here in
12 December by David Foes, the risk assessment model.

13 The compartmental models that I have described are
14 deterministic, while the other ones are probablistic or
15 stochastic risk assessments.

16 One benefit of the kinds of models I talked about is
17 that they are very good at looking at direct plus indirect
18 effects, while the risk assessment models don't have population
19 dynamics and therefore are much better for looking at direct
20 effects.

21 Another benefit of compartmental models is that they
22 naturally handle changes over time because of this dynamic
23 aspect. Whereas the risk assessment models can do that, but it
24 adds another layer of complexity.

1 On the other hand, the compartmental models have a
2 harder time determining uncertainty because they are
3 deterministic. You can add uncertainty analyses, but that
4 increases the complexity. While uncertainty analyses is a
5 quite natural part of risk assessment modeling.

6 (Slide)

7 And finally, I just wanted to mention my
8 collaborators on the herpes work: Bruce Levin, Arista Mantia
9 at Emory University and colleagues at Smith Kline Beecham. And
10 in the hospital work: Karl Berkstrom and Bruce Levin at Emory.

11 Thanks!

12 CHAIRPERSON WHITE: We have time for one or two
13 questions, real quick.

14 MR. : Marc, I think there are examples of
15 some of the points that you've raised from agriculture and I
16 think a really great example is the slime facility at the
17 University of Kentucky which has been without tetracycline use
18 for a decade, yet still has a prevalence of tetracycline
19 resistance amongst E. coliform.

20 And probably because they are of course giving their
21 replacement pigs from -- it is not an entirely closed -- and
22 the second thing is, interest in data from both the United
23 States and from Denmark and Europe of the transition of
24 traditional dairies to organic dairies and how long it takes

1 for resistance to be impacted as they change to an organic
2 dairy, which organic dairies don't use any antibiotics.

3 And what is interesting is that until the organic
4 farm -- experience in both those settings -- until the organic
5 farm changes to raising all its own replacements, not having
6 any -- purchasing any -- so in other words, to become a
7 certified organic you have to raise your own replacements. But
8 during that transitional period they are purchasing replacement
9 heifers.

10 They see no impact upon resistance until they have a
11 closed cycle.

12 DR. LIPSITCH: Right.

13 MR. : In fact aren't bringing in external
14 pressures that might apply. And just -- the last thing. We
15 emphasize the idea of an unpredictable event is really the most
16 disconcerting thing because I think as we -- those uncertain
17 events, rare events are certain to occur, we just don't know
18 how long it will take until they occur. So, although uncertain
19 they are certain to eventually happen.

20 DR. LIPSITCH: I agree and thanks for both the
21 suggestions of the data. I would be interested in learning
22 more.

23 CHAIRPERSON WHITE: Any other questions? If not we
24 will move to our break. We are about 10 minutes behind

1 schedule, but we started 10 minutes late so being optimistic we
2 are right on time.

3 So, why don't we -- we have a 25 minute break
4 scheduled. Why don't we meet back here promptly at 10:40. We
5 will start up again at 10:40. Thank you.

6 (Break)

7 CHAIRPERSON WHITE: Thank you for coming back right
8 on time. As Dr. Cray mentioned, this is an analogy of trying
9 to herd calves to try and get everybody back in here, but I
10 think it shows that we are just a very social group and we
11 enjoy talking about this issue so much. So, hopefully this
12 continues over in the breakout groups this afternoon.

13 Our next speaker is Dr. Paula --

14 DR. CRAY: Pointer, pointer.

15 CHAIRPERSON WHITE: Oh yeah. I am sorry. If anyone
16 has a pointer they could donate for this talk it would be
17 greatly appreciated. The ones we have all of the batteries are
18 dying. Anybody? Marc, do you have one? Thank you.

19 Our next speaker is Dr. Paula Fedorka-Cray. She
20 received her B.S. in Microbiology from the best university
21 around, Penn State.

22 DR. CRAY: Yea!

23 CHAIRPERSON WHITE: Sorry.

24 DR. CRAY: I like this guy.

1 CHAIRPERSON WHITE: Masters from North Dakota State
2 University where I also was. Is that a Masters of
3 Administration?

4 DR. CRAY: Yes.

5 CHAIRPERSON WHITE: From Johns Hopkins University.
6 And a Ph.D. in Veterinary Microbiology from the University of
7 Nebraska Medical School.

8 She has been employed by USDA-ARS since 1991 and is
9 currently the research leader of the antimicrobial research
10 unit at Richard Russell Research Center in Athens, Georgia.
11 She is also the coordinator for the veterinary arm of the
12 National Antimicrobial Resistance Monitoring System. Dr. Cray.

13 DR. CRAY: Thank you. Thank you, Dave. I always
14 have a hard time at football season: half of me is blue and
15 half of me is red for Nebraska and Penn State. North Dakota
16 just gets cold.

17 I will go ahead and talk here. The title of the
18 talk in the paper I think talks about modeling. But what I am
19 going to do is I am going to show you some of the experiences
20 that we have had.

21 I have been doing this for 20 years now, looking at
22 vibrio, actinobus solois, salmonella, and campylobacter now in
23 various animal systems. Actually looking at the pathogenesis
24 of the disease and colonization carrier state.

1 And also here from the laboratory is Scott Ladely.
2 Scott and I have worked together for 15 of those last 20 years
3 and much to his credit he has still lasted, I must be doing
4 something right. He has as much experience doing this as I do
5 and hopefully we would be split up between two different
6 groups.

7 He is a wealth of information and I would ask him
8 questions also in the hall if you have any after this
9 presentation.

10 (Slide)

11 And, before we start I would just like to
12 acknowledge Scott and my collaborators and most importantly the
13 people in the lab who really make all of this happen, who are
14 still back, literally, working as we speak.

15 (Slide)

16 Well, I think one of the most important points from
17 this whole talk, if you don't take anything else and you can
18 nod off now after coffee and donuts, is that you have to ask
19 the right question.

20 And the problem is what is the right question? The
21 right question is the question that you want to have answered.
22 But, the interesting thing about microbiology and animal
23 models is that you can manipulate the system to really achieve
24 most of what you want to achieve.

1 Therein lies the confounding basis for some of these
2 studies is that now that we have done enough of these, we can
3 challenge and we can set up a system to observe either disease
4 or shedding or colonization or the carrier state under enough
5 different parameters.

6 It gives us a really good idea then of what might be
7 happening, not only in a challenge, a laboratory design system.
8 But also what might be happening in the field too. And we
9 have carried a number of these studies out into the field so
10 that we have a very good idea of whether there is a
11 synchronization going on between the information.

12 But again, I think that you really have to sit down
13 and you have to ask yourself what is the right question. And
14 you really want to only ask one question. Because once you
15 start adding more variables in, it becomes very difficult I
16 think to achieve the answer that you are really looking for.

17 (Slide)

18 So, where do we look? Some people would say we just
19 want to look in the animal. I think what we really need to do
20 is look everywhere, somewhere, and sometimes nowhere or what we
21 perceive is nowhere. And I think it interesting from the last
22 talk, from Marc's last talk, is that one of the things that I
23 find to be most predictable about microbiology is its
24 unpredictability.

1 In that, I think that a lot of what you are seeing
2 is that there are these microorganisms that are survivalists
3 and they are creating their own niche in the environment. And
4 so where you might not think to look or where you might think
5 that there is nothing residing anymore, in fact the bacteria
6 are still there.

7 Either they are viable, but not culturable or they
8 are in such low numbers that we don't have the sensitivity and
9 specificity to find them yet. And we will see how some of that
10 fits in as we go on.

11 (Slide)

12 So, one of the first things that we need to go ahead
13 and do is we need to select a target organism. In addition to
14 asking the right question what do you want to test? What kind
15 of target pathogen do we want to look at? Do we want to look
16 at the organism that drug might be indicated for use against?

17 Are we going to look at a food-borne pathogen? Are
18 we going to look at salmonella or campylobacter or 015787? Are
19 we going to look at a commensal, E. coli? Are we going to look
20 at enterococci? Are we going to look at lactobacillus? Are we
21 going to look at anaerobes? Are we going to look at any of the
22 other aerobes?

23 And you can develop list, upon list, upon list of
24 organisms that you are going to look for. And all of this is

1 going to be limited by time, money, and expertise of the lab
2 that you actually have built up to look at these model systems.

3 And, it may come down to a time how what we do in a
4 lot of these situations is that we actually select now, in our
5 studies, many different organisms and we freeze them. You talk
6 about collections, if anyone ever got into our freezers
7 downstairs we probably have 60,000 cultures now in some various
8 states of form.

9 We also have a lot of frozen feces too. It is not
10 some place I would want to be if we had a power outage and you
11 were stuck in a tornado. But, there are things in the freezer.
12 It is just what is in the freezer.

13 And what we are doing now is we are trying to
14 develop these studies so that we are actually saving these
15 organisms, taking them from the same animal so that if we want
16 to ask a different question for another organism we can do that
17 from the same test conditions retrospectively. And, if you
18 have the ability to do that, that is one thing that I would
19 encourage you to set up.

20 (Slide)

21 All right. We have gone down through here looking
22 at aerobes. Do we select anaerobes, enteric bugs, respiratory
23 bugs, and now do we need to consider mixed infections? I mean
24 yesterday we heard a lot about "take it to the field". Well,

1 the problem with taking it to the field is that you have a
2 whole other complicating set of factors that are superimposed
3 now upon your original design.

4 And those in particular are mixed infections.
5 Especially with the viral pathogens which tend to relegate then
6 some of the food-borne pathogens to secondary infections. And,
7 it also exacerbates clinical disease and actually outcome. So
8 survivability will be affected in these situations too.

9 And you can have salmonella, especially PRRS, and we
10 have a paper coming out that clearly demonstrates in Vet Micro
11 in the next month or so, that if you have a PRRS infection with
12 a salmonella infection you are going to increase your mortality
13 about five-fold.

14 And that would have tremendous impact on what you
15 may be looking for, what you may want to select, and how many
16 animals you may have to select to get the desired number of
17 organisms that you want.

18 And E. coli also convicts with a variety of viral
19 pathogens and other bacteria too to then be relegated to a
20 secondary pathogen. Now, the other thing that we have observed
21 over time is the effect of the antibiotics on the actual
22 bacteria as we screen for these.

23 If we look at -- we looked at 420 isolates of
24 salmonella from a study and we looked at the effect of

1 resistance to tetracyclines: oxytetracycline,
2 chlortetracycline, and tetracycline and we essentially saw no
3 difference between the three.

4 However, there had been reports where if you look at
5 pasteurella or some of the other E. coli or other bacteria and
6 the tetracyclines that in fact you will see a difference in
7 resistance between the oxytets, the chlortets, and the
8 tetracyclines.

9 So, in fact if you are reporting out that you just
10 have resistance to tetracyclines, and you are not very specific
11 in your drug, you may in fact be misrepresenting what you are
12 actually going to need to be looking at.

13 (Slide)

14 So, if we take salmonella for an example here and we
15 look at three different parameters. If we want to look at
16 disease, then in fact we need to have fairly high exposure
17 doses in a laboratory situation. Typically 10^9 and up. And I
18 liken this sometimes to just giving them a paste. And, it is
19 also a very strain dependent.

20 And I have UK's story here. And this is not a
21 United Kingdom story, this is a Roy Curtis universal killer
22 story. He has a strain that he calls UK, for universal killer,
23 because he swore this strain would kill anything. And so we
24 said okay, well send it to us because he had never tested it in

1 pigs. This was in my other life in Iowa.

2 And so we put this Typhimurium into pigs and we
3 thought well, we better do a 10^8 dose so we can just see how
4 devastating it is and then we will knock it down to about a 10^3
5 dose so we at least have some animals that survive. And we
6 went in the next day and we went down there with all of our
7 necropsy gear on thinking that this was going to be one of
8 those mornings and in fact it looked like we had given them
9 bubble gum or candy.

10 I mean they were running around. I called Roy and I
11 said you are not going to believe this. We had to send him the
12 isolate back again, but the universal killer apparently doesn't
13 kill pigs. Or these were super pigs. These were Iowa pigs.
14 They are good chops.

15 But, I think that what it points out is that even
16 within the same serotype that you can have differences that
17 occur and especially between animal species, if we take a
18 Typhimurium from chickens say and we try to infect swine we
19 have a very different outcome then if we take that same
20 Typhimurium and pass it through a pig first.

21 So, there are all of these confounding factors now
22 when you look at exactly what you are going to try to reproduce
23 the disease with. All right.

24 Well, then if we just want to set up a model where

1 we look at just shedding and we don't have disease or we have
2 very mild, transient, clinical disease: some febrile response,
3 inappetence, some other things going on. Then we can cut the
4 dose down to a range of about $10^6/10^8$ CFU per pig.

5 And if we just want to look at colonization for a
6 short period of time, and by short I mean about six to eight
7 weeks and not through to slaughter age, then it was absolutely
8 no disease. I mean it looks like you have done nothing but
9 annoy these guys after you give them the challenge doses.

10 You give them about a 10^3 and you have very minimal
11 and short-term shedding.

12 (Slide)

13 Now, if we look at salmonella heidelberg under these
14 situations and we look at two weeks and six weeks post-
15 challenge, at 10^3 , 10^6 , and 10^9 dose, and if we look at the
16 tonsil, the ileo colic lymph node, the ileo colic junction, and
17 the cecal contents -- and I just have to say it is so nice to
18 be talking about something besides antibiotics right now. This
19 reminds me of my other life -- that at two weeks from the
20 tonsil and at six weeks we really don't have recovery at a 10^3
21 dose.

22 However, these are log 10 CFUs, so we have about a
23 one and one-quarter log, a half a log, now if we boost it up to
24 a 10^9 challenge dose you see we dramatically increase the

1 number of bacteria that can be isolated per gram of tissue.
2 And this holds true now, looking at the tonsil, the ileo colic
3 lymph node, the ileo colic junction, and the cecal contents.
4 These are intranasal inoculations and we will go into that in
5 the next couple of slides.

6 But you can see then that depending upon the tissue
7 that you select and depending upon the time that you are
8 looking you can find very different numbers residing in any of
9 these tissues.

10 (Slide)

11 All right. If we have a lab-attenuated strain, I
12 think that typically they tend to be not very virulent. I
13 think that this is part of the problem that we find when people
14 try to repeat our challenge studies and they end up using an
15 ATTC strain.

16 Or we find out that they have had a strain that they
17 have passed for 52 and one-half years now because Salmon gave
18 it to them, you know, and they really like this strain. Well,
19 it just doesn't work that way. And what you have to do is that
20 you have to pass it back through a mouse or the species that
21 you are working with at that particular time to boost its
22 virulence.

23 Essentially, I think that what you are doing is you
24 are turning everything back on. You are exciting the bug again

1 and it is up for doing battle now in the host system. The
2 field isolates then we find to be often more virulent.
3 Especially those that we actually take from a disease case.

4 However, going back to salmonella as an example, we
5 have to look at the serotype considerations. There are more
6 than 2,400 different serotypes and not all of them are equally
7 virulent, although all of them have the potential to cause
8 disease. I think that is a very important point that you don't
9 want to forget.

10 However, we find that the virulence can differ
11 dramatically within animals. If you had Typhimurium in just
12 about anything at the particular dose you can induce disease.
13 If you have Poona, Poona is very often recovered from exotics.
14 Iguanas love this stuff, which is why I will never have my
15 sons
16 -- well, besides they are ugly. They will never have an iguana
17 in the house.

18 But Poona is often recovered from children. It is
19 very virulent in children, but it is almost like a commensal in
20 exotics. Okay.

21 (Slide)

22 And then you have differences in resistance. And
23 what do I mean by that? Well, if we look at the top 12
24 serotypes -- I must have been delirious and couldn't count --

1 you can see that from 1998 we had 557 Typhimurium and on down.

2 So these are the first six and the next six. And those are
3 just the actual numbers that we have out of about 3,318.

4 (Slide)

5 If we look at beef on farm or cattle on farm, cattle
6 diagnostic samples, cattle slaughter, chicken diagnostic, and
7 chicken slaughter and those are the total number of isolates we
8 had in each of those groups. We can see then a specificity for
9 some of the serotypes begins to emerge.

10 Certainly, the chickens at least compared to beef,
11 you will find Heidelberg more often than you will find Derby
12 and you will find Derby more often in swine -- this is swine
13 diagnostic, swine slaughter, turkey diagnostic, turkey
14 slaughter -- then you will Heidelberg.

15 And then you find some of these other ones mixed in
16 there depending upon the situation. So you do find a
17 significant association with some of these serotypes with some
18 of the species that you are going to be isolating them from.

19 (Slide)

20 However, as serotypes vary within each of these
21 production schemes, and I will show that in the next two
22 slides, so does the resistance between these serotypes.
23 Typhimurium regardless of species tends to have the highest
24 resistance associated with it and others would include

1 Heidelberg and Mbandaka.

2 While salmonella sero montevideo may show very, very
3 little if any resistance. The same with Poona and all of the
4 ones that you get from the exotics.

5 If you look at salmonella anatum and agona, which
6 are most often resistant to tetracycline and very little
7 resistance to the other antimicrobials. Well, those are the
8 ones that are most often recovered from swine operations, too.

9 (Slide)

10 Now, serotypes may also be related to clinical
11 outcome. And we have talked a little bit about that. If we
12 look at a study that we just conducted with poultry and we look
13 at DT104 a sensitive strain versus DT104 a resistant, the penna
14 resistant, the typical. So we have a pan sensitive DT104, then
15 we have a penna resistant DT104.

16 And we expose these poultry on day of hatch to two
17 seeders that were challenged with 10^8 CFU of either one of
18 these bacteria. We find that although there was absolutely no
19 clinical disease between these groups, in fact the resistant
20 bug is shed in higher numbers, significantly higher numbers,
21 and it also significantly colonizes more birds.

22 So we have two same serotypes, two same fasche
23 types, but we have a resistance versus a sensitive phenotype
24 essentially and we have a very different outcome when it comes

1 to shedding and colonization.

2 (Slide)

3 Now, some of the other considerations that we have
4 to have our genetics. Now we are trying to build the best -- I
5 can't say bug anymore -- but we are trying to build the best
6 animal, all right. We want to have an animal that is resistant
7 to disease, that is resistant to drought, resistant to
8 McDonald's burgers, resistant to a lot of different things.

9 So, you have animals now that you are actually
10 trying to incorporate some of these resistant strains into.
11 However, the problem with salmonella is that it is ubiquitous
12 and it is very, very hard to find any animals at all that
13 aren't colonized with salmonella. Especially when you look at
14 conventional systems.

15 So, if we try to -- one of the things that was
16 pointed out in several of these presentations was that you want
17 to have animals that are free of salmonella. That is no easy
18 task. It took us several years to develop a model where we
19 have actually been able to routinely now take piglets and
20 maintain them free of salmonella.

21 But, in these early studies we looked at a group of
22 43 sows and we had two sows positive for salmonella before
23 farrowing. Seventy-two hours after farrowing you had 27 of the
24 43 sows that were farrowing.

1 And then you always have your outlier. You had one
2 that was negative, negative. Obviously, she liked being
3 pregnant and having kids. But here you have 38 sows and we had
4 six that were positive after farrowing and we only had one that
5 was negative, negative again.

6 If we wean these pigs at 10 to 14 days of age,
7 especially from sows that we know are negative from salmonella,
8 then we can typically maintain them free of salmonella. But,
9 what happens is if you just wean at 10 to 14 days of age and
10 take it from this type of scenario, we ended up with 41 animals
11 out of 407, or about 10 percent, that were positive.

12 Now, not all of these serotypes interestingly
13 matched the sow. So the question is where were they coming
14 from? Well, they were probably coming from the environment or
15 they were in such low numbers that we weren't able to recover
16 them in the first place.

17 Now, we also have to look at the age of the animal
18 when we look at the animal models because we know that for
19 salmonella especially less than four to six weeks of age it is
20 very difficult to reproduce disease in a lot of situations.
21 And that is because you have the maternal antibody coming
22 through.

23 However, the most susceptible age is six to eight
24 weeks of age. And then you come into another window then of

1 about 8 to 10 weeks of age where literally you would have to
2 give them a paste in a lot of instances to get them sick again.

3 So, it is very, very important to look at the
4 animals that you are using in any of these experiments. How
5 you are selecting them and are they truly free of what you want
6 to look at. And one of the other organisms I think that is
7 going to be just horrendous to try to work out a system with is
8 campylobacter.

9 (Slide)

10 That is why I am using salmonella in these slides.
11 So, if we look on the farm then at just some other confounders,
12 well what are we going to find in a typical farm situation?
13 Well, we went on to this one farm, and actually we repeated
14 this twice, and if we looked at the farm and we actually did
15 field environmental samples.

16 So we took 150 samples every time we went out. We
17 also looked at tissue. We necropsied 10 pigs, all the way
18 through slaughter. And if you don't think necropsying 250
19 pound pigs in the middle of July in Iowa is a picnic, boy, come
20 see me this summer!

21 And what we saw was is that we had these seven
22 serotypes that we were able to recover, but not all the time.
23 We never saw *S. agona* until nine weeks of age and that
24 persisted through until slaughter. We saw *Agona* sporadically,

1 more consistently missing the ninth week. Berta we only saw
2 once. Brandenburg we saw through nine weeks. Johannesburg we
3 did not see until slaughter. Monte Video, 18 weeks and
4 Worthington one, nine and 18 weeks.

5 Now interestingly, we also followed these carcasses
6 into the slaughter plant. And if we did carcass swabs and if
7 we looked at their lymph nodes that we were able to take, all
8 of the carcasses were negative.

9 So, I think that this tells you that when you go
10 into a field situation that you are going to have a lot of
11 different scenarios and when you look at trying to track your
12 own organism or a marked organism through the system, I think
13 that you are going to encounter a monumental task when you go
14 ahead.

15 It is not impossible, but you have to be aware of a
16 lot of the other confounders because if you had a plate that
17 was mixed at any one time with two to four different organisms,
18 you are going to have to pick many more colonies to try to find
19 what you are going to need to be looking for.

20 (Slide)

21 Now, one of the favorite areas that I have is the
22 rod of inoculation. Some of the work that we did looking at
23 internasal versus the gastric, and this gastric was actually a
24 gelatin capsule that -- a big, big gelatin capsule -- that we

1 filled with feed and then we inoculated it with salmonella, put
2 the top back on and you can let it dry down and it hardens.

3 You can still recover the salmonella because it
4 desiccates quite well. And if you shove this down, and so you
5 are inoculating it much like they would be taking up feed,
6 versus an internasal. And historically salmonella is thought
7 of as a fecal/oral contaminant.

8 Well, we could find with our internasal rod of
9 inoculation that we have a more significant clinical outcome.
10 That humoral immunity is affected. Although we have an IgM and
11 an IgG response the gastric tends to produce a greater IgG. We
12 don't see IgA with either one of those.

13 Cellular immunity -- the B cell response is greater
14 with internasal versus the gastric. However, shedding levels
15 will be significantly higher especially in the first three
16 weeks of the experiment. Whereas the gastric, we are only
17 going to see shedding typically for the first three days at a
18 high level, and then it will decrease over time and you will
19 just find sporadic shedding.

20 Tissue distribution tends to be much higher in an
21 internasal inoculation. In gastric it tends to be much lower.
22 The actual numbers in the tissues tend to be two logs higher
23 from an internasal inoculation versus a gastric.

24 (Slide)

1 Now, why do I bring this up? It is partly because I
2 don't necessarily think that we can look at salmonella in the
3 typical boxes of fecal/oral pathogen. Especially with our
4 confined facilities. Especially with the evidence that is been
5 presented by ourselves and other people, including Cliff Wray
6 from the U.K. and deJong from the Scandinavian countries that
7 aerosol transmission is highly probable.

8 If we look again at an internasal inoculation, this
9 time with Typhimurium, and a trans-thoracic where we actually
10 went in between the third and fourth rib, directly into the
11 lungs, and then we look at our typical gut challenge right into
12 the stomach again with our pill popper, we can see that in
13 three hours the tonsil has 4.6 logs and 3.3 logs in the trans-
14 thoracic challenges. Nothing now in the gut.

15 The gut issue, the ileo colic lymph node is negative
16 at three hours, but at six hours it is positive. That is a
17 rapid dissemination throughout the host. And what we did was
18 we actually esophagautimized these pigs so we took out any
19 possibility that they could have received any type of gut
20 challenge with our internasal model here.

21 And this suggests to us that in a transport
22 situation where you are going to commingle pigs at any point in
23 time and they have a possibility of being in contact with any
24 other serotype, there is a high likelihood that they will in

1 fact become colonized, at least to low levels then with another
2 serotype.

3 If we look at 18 hours now, we can see that our gut
4 is now just becoming positive with non-quantifiable levels.
5 But, we are still, especially with the trans-thoracic at 4 and
6 5 logs of salmonella that we can recover. I think this is
7 something else that you have to consider though when you are
8 setting up your challenge models.

9 (Slide)

10 Now, you can also look at fasts: no food versus
11 reduced food. This typically occurs only after clinical
12 illness has been initiated. I mean pigs, chickens, everybody
13 they all eat -- I will leave that comment out -- and what we
14 see though is that if you want to mimic some things then I
15 can't quite see why you would want to fast because you really
16 don't see that.

17 We don't stop eating, even as humans, until we are
18 slightly depressed, feeling a little yucky, taking some
19 Tylenol. And that is the same scenario that is happening in an
20 animal situation, too.

21 So, if we don't fast pigs, then do we have a more
22 natural exposure? I would submit to you that we probably do.
23 Some people will do a stomach neutralization too and I would
24 contend that that is even -- I mean you don't go in and take,

1 before you are going out to eat, and say okay let's take a dose
2 of sodium bicarb. We are going to go out to eat and see what
3 we come home with.

4 That is not a natural scenario, in most cases I
5 would guess. And so I would say that no neutralization is
6 probably the way to go too. So, if you read a lot of the
7 historical references and you are reading a lot of the outcome
8 based on animal models that have been presented, you have to
9 look and you have to evaluate exactly what they were doing and
10 were they manipulating the situation in any particular way to
11 influence outcome?

12 (Slide)

13 All right. So not only do we have the internasal
14 and the trans-thoracic and the gut challenge and your typical
15 per OS challenge, what we like to use now are seeder animal
16 models. Which is, what I consider to be one of the most
17 natural ways.

18 And again, we are still taking a guess. But, what
19 essentially we like to do is we like to take our pen, our unit,
20 that we are going to challenge. We like to challenge one or
21 two other animals or some other ratio that we pick. And we
22 typically challenge those with our organism and then we
23 introduce those birds or pigs or cattle or whatever into our
24 herd or unit situation.

1 And we look at the dissemination of the bug then
2 amongst the population. And we believe that that is going to
3 simulate in a much more natural manner than exactly what would
4 be happening under field-type conditions.

5 And Jeff Gray published a very nice paper a couple
6 of years ago which clearly demonstrates that by using this type
7 of model system that we can mimic a lot of the experimental and
8 in fact the field conditions that are going on.

9 We find that the serologic response is often the
10 same, especially with our challenge systems that you would be
11 doing a direct challenge with every animal. And the
12 bacteriologic response is parallel.

13 And we can evaluate this spread within both the
14 group and the environment then. Because, not in all situations
15 are we going to find that all of the animals will become
16 infected. We always have those outliers in any one scenario.

17 (Slide)

18 So, the question then becomes if we set up a
19 situation and we have done some looking at the effect of drugs,
20 is when do we treat that? Do we treat when we see clinical
21 illness? Well, what if we can't induce clinical illness? Do
22 we treat when we would expect clinical illness to occur, which
23 is typically 24 to 48 hours after exposure to the salmonella?

24 These are questions that you have to ask. Now, how

1 many times do you treat? Do you treat by label indications?
2 Or do you mega treat? I would submit to you that if you are
3 going to stand out there and inject or expose drugs all of the
4 times that you are going to influence the outcome of the
5 resistance population.

6 So, should we be looking at setting up models where
7 we are only looking at it under label indications. And then
8 perhaps doing more screening of the environment which may in
9 fact be the seeder population for other naive pigs that you may
10 be bringing in. And that brings us to the re-exposure route.

11 The environment plays a critical role, not so much
12 in our isolation units, but typically on the farm where we have
13 a fecal and/or litter build-up. It also raises the question
14 about our naked DNA running around there or laying around there
15 or whatever around there, being available for incorporation
16 into all of the other bacteria that might be around. So these
17 again are all different parameters that we have to look at.

18 (Slide)

19 Well, since I forgot to bring the exact numbers with
20 me and I couldn't remember, I did remember the exact
21 simulation, though. And what we did was we looked at S.
22 Heidelberg and we treated, we exposed two groups: the red and
23 black and the yellow group to S. Heidelberg on day zero to
24 about a 10^9 dose. And we did start to see some clinical

1 illness at about 48 hours

2 So we treated which is what the stars indicate on
3 days two, three, and four with either drug A or drug B. And
4 what we found was that with drug B, by day five we absolutely
5 had no shedding levels whatsoever. We couldn't find it. And
6 we looked extensively for any bacteria that we could find.

7 And now our culture methods I can tell you are
8 sensitive down to 1 CFU per gram. And we couldn't find any
9 salmonella on day five. But by day six, or 48 hours after we
10 stopped treatment, then we started to see these levels come up.
11 So this very clearly demonstrated the differences in reducing
12 a pathogen load, but not necessarily eliminating the pathogen
13 from the environment. And these are the types of scenarios
14 that you can probably expect with some bug drug combinations.

15 (Slide)

16 Now, having sat through a whole day's worth of
17 talks, one of the nice things about Powerpoint is that you can
18 begin to critique everybody else's and no one gets a chance to
19 critique yours. So, yesterday a comment was made that, you
20 know, do you look at a single drug? And well, I would submit
21 to you that resistance to a single drug is just that, it is
22 resistant to a single drug.

23 And, we now have the dynamics of multiple resistance
24 in our midst that we have to consider, because we really don't

1 know what that trigger is for initiating the development of a
2 cassette or the incorporation of a cassette or how many drug-
3 resisted genes will be incorporated in any one cassette.

4 So, even though we look and we say, well this is
5 going to be relatively innocuous because we may only have low
6 levels of resistance that we are evaluating, we can't be remiss
7 and at least think at the back of our mind that in fact any
8 particular drug or disinfectant or metal, something is going to
9 act as a trigger for setting off this movement or incorporation
10 of other genes into the chromosome or between different
11 bacteria.

12 And again, I think that goes back to the survival
13 mechanism with bacteria. They simply exist to survive.

14 (Slide)

15 So, what are we measuring? We are measuring
16 clinical disease. Is that what we want to measure as an
17 outcome? Do you want to measure performance? Which is a
18 totally different question. Do you want to measure average
19 daily gain? Do you want to measure days to market? Do we want
20 to measure shedding?

21 Do we want to measure this elusive pathogen load
22 that can change depending upon what time of the day? We know
23 that typically animals have cycles too. They don't take U.S.
24 News and World Report into any corner or anything, but they

1 have different times of the day when we find that they shed
2 higher numbers too.

3 How many people are you going to put out in the pen
4 sampling over a period of time? And all of these different
5 parameters, asking the question what are we going to measure
6 will mean that we have to have different approaches to setting
7 up the models.

8 (Slide)

9 What do we test? If you do direct catch, you better
10 have significant back insurance for the person that you are out
11 there asking to do these direct catches. It is much easier to
12 do a direct catch from cattle and swine than it is from
13 chickens.

14 So, you really have to think about what you are
15 asking for over time. This is where graduate students come in
16 and be very invaluable. I hope there are none out there.

17 All right. If we look at environmental samples then
18 we have to ask ourselves are we picking up extraneous
19 contaminants and how do we sort those out? Or, were they
20 really just there anyhow and are they going to have a